

**The Face of Canada:
A Changing National Identity
1945-82
CHC 2D1
Grade 10 Academic**



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Unit Description

Rationale:

The purpose of this unit is to teach students about the important transformations in Canadian History in the post World War II era (1945-1982). The lessons are broken down by theme in order to better understand the different "faces", or identities of Canada as a nation on both the world stage and at home. Because the unit is so broad, we feel students can more easily grasp the historical impact if these events are looked at by theme. This not only allows the students to learn about the construction of the Canadian identity in a more detailed sphere, but it also illustrates a far more vivid composition of our nation.

Our approach to teaching this unit also allows the teacher to cover several important issues in more detail, expressing the diversity of a patchwork of cultures which make up the "face" of Canada--or the *many* faces of Canada. Regarding the actual content of the unit activities and tasks, we made an effort to incorporate a series of different skills that allow for differentiated learning, applicable to a wide array of learners. We worked to break down the Culminating Activity into the numerous skills mentioned above, which we could then make the focus of each of the activities that comprised the unit. Each activity allows for assessment for and as learning, in that there are multiple opportunities for feedback in working towards creating an understanding of the components of the Culminating Activity, and its connections to our perceptions of Canadian identity.

Description of the Learner:

The students in this class are declared "University Bound", that is, they are in the academic stream. This course focuses on teaching the students the skills and critical thinking techniques necessary for post-secondary education. This unit speaks to these skills by looking at themes. Students focus on trends as opposed to learning history in the traditional linear fashion. Because these students are in Grade 10, they will not have had any exposure to "Academic" history, but they will have had some experience with some of the skills needed to 'do' history. We assume that they have the capabilities for "higher" thinking, and have at least started to develop the skill sets required for academic work.

The students in this class have had experience working in groups, and are comfortable giving and receiving peer assessment. These students are motivated, and capable of working independently. With that said, there are students in this class who require special accommodations. There are several IEPs and ELLs in the class, who will benefit from scaffolding, differentiated instruction, and other accommodations such as oral reports, graphic organizers, and group work. A few of the ELLs have a partner-language speaking within the class so the more-fluent English speaker can help the less-fluent ELL.

Design Process:

As a group, we collaborated to choose a theme that would encapsulate all of our individual interests and strengths, and be engaging for grade 10 students. The initial process involved choosing a topic that would meet and allow students to achieve the overall expectations as set by the Ontario Curriculum. We chose to focus on Canadian Identity because it is an issue that is both relevant and relatable to students.

The next step was to delegate duties and responsibilities according to our own strengths, preferences and interests. Kathleen Sanders, the Planning Manager, was instrumental in keeping the group on track by arranging meetings and sending out constant reminders through email. Our assessment and evaluation manager, Michael da Cunha, made sure that our group implemented a variety of different diagnostic, formative and summative evaluation and assessment tools for our activities. Sam Lyzun, our presentation manager, used her creativity and 'cutting-edge' expertise in technology to develop an interactive and appealing presentation that all members of the group were proud of. Similarly Luc Ruggiero, our Research Manager, was indispensable throughout the entire unit-building process by providing useful resources to complement and enhance each of the activities in the unit. His knowledge of electronic and 2.0/3.0 web-based tools helped provide us with differentiated activities and variety of assessment tools.

After delegating each of our individual responsibilities we set forth to create a culminating activity. Although developing a critical question for the Culminating activity was a difficult task, we managed through collaboration and assistance from Mr. Rubinstein to develop a critical question upon which to frame our final activity. We wanted to develop a differentiated culminating activity that provided students with a variety of choice and give them a role that best suits their abilities.

Unit Expectations and Activity Sequence

Activity	Activity Description	Codes	Description	EIF
Culminating Activity: What was the greatest contribution to Canada's post-world war II identity?	The purpose of this culminating activity is for students in groups of 4 to analyze, assess and evaluate how Canadian identity transformed in the post-World War II period by referencing the social, political, economic, regional, or demographic changes of this period. Through researching and analyzing primary source documents, students will evaluate and infer how Canada's identity changed in this period.	CG1.01	identify contributions to Canada's multicultural society by regional, linguistic, ethnocultural, and religious communities	Enduring
		CG3.02	describe the major events that have contributed to the growth of Quebec nationalism and the separatist movement in Quebec	
		CG4.07	analyse Canada's role in Cold War activities until 1989	
		CC1.04	evaluate the impact of social and demographic change on Aboriginal communities	
		CC2.02	describe various ways in which technological developments have affected the lives of Canadians since World War I	
		CH2.01	assess the contributions of selected individuals to the development of Canadian identity since 1914	
		MH1.02	gather information on Canadian history and current events from a variety of sources	
		MH1.03	distinguish between primary and secondary sources of information and use both in historical research	
		MH1.06	formulate and use a thesis statement when researching a historical topic or issue;	
		MH3.01	express ideas, arguments, and conclusions, as appropriate for the audience and purpose, using a variety of styles and forms	

Activity 1: How was the concept of 'nationalism' different for French and English Canadians?	Students explore the concept of nationalism in order to understand the nature of French-English relations in the post WWII era. The flag debate of 1964 will be used as an example of nationalism to be analyzed.	MH2.03D	record and organize information effectively	Enduring
		MH4.01D	make reasoned generalizations or appropriate predictions based on research.	
		CG1.01D	explain to what extent certain national symbols represent all Canada and Canadians	Important
		CG3.01D	identify the major events that contribute to the growth of Quebec nationalism and the separatist movement in Quebec from 1900 to the present	
		CG3.02	describe the major events that have contributed to the growth of Quebec nationalism and the separatist movement in Quebec	Familiar
Activity 2: How did Native Relations Change Post-WWII?	Students will have an opportunity to examine the changes in Canada's policy toward Native peoples after the Second World War. They will look at how things changed, as in what changed, and also as in what process changed these relations.	CG1.01	identify contributions to Canada's multicultural society by regional, linguistic, ethno-cultural, and religious communities	Enduring
		MH2.01	analyze information, employing concepts and theories appropriate to historical inquiry	
		MH2.04	draw conclusions and make reasoned generalizations or appropriate predictions on the basis of relevant and sufficient supporting evidence	
		CG1.01	Identify contributions to Canada's multicultural society by regional, linguistic, ethnocultural, and religious communities	Important
		CC1.04	Evaluate the impact of social and demographic change on Aboriginal communities	

Activity 3: What was the historical significance of Trudeau's Multicultural Policy and the Immigration Act of 1976 (1978) on Canada identity?	In this activity, students will examine how Canadian identity transformed in this period through critically examining the changes in the Immigration Act of 1976 (1978) and the creation of an official Multicultural policy. Students will practice their historical inquiry skills through analyzing the historical significance of these two Acts to Canada's perception of itself as a nation and a people	CG1.01	Identify contributions to Canada's multicultural society by regional, linguistic, ethno-cultural, and religious communities	Important
		CC1.01	Identify the major groups of immigrants that have come to Canada since 1914 and describe the circumstances that led to their decision to emigrate	
		MH2.04	draw conclusions and make reasoned generalizations or appropriate predictions on the basis of relevant and sufficient supporting evidence;	Enduring
		MH3.01	express ideas, arguments, and conclusions, as appropriate for the audience and purpose, using a variety of styles and forms (e.g., reports, essays, debates, role playing, group presentations);	
Activity 4: In what way did Canada achieve or not achieve national security in the postwar world?"	This lesson introduces students to the unit in general and the world as Canadians saw it in 1945. The teacher provides an overall introduction to the Cold War and students analyze Canada's participation in that conflict and other aspects of international relations at that time through	MH2.01D	use school and public libraries, community and government resources effectively to gather information on Canadian history	Enduring
		MH2.03D	record and organize information effectively.	
		CG4.07D	Produce an analysis of Canada's role in Cold War activities	Important
		CG4.08D	describe the roles and functions carried out by the Canadian armed forces since 1945	

	research	CH2.02D	assess the contributions of selected individuals to the development of Canadian identity since World War I	
Activity 5: How has the life of the Canadian changed in postwar society?	This activity uses changes in students' own lives as the basis for their investigation of the social changes pertaining to the role of women, technology, and urbanization in the post WWII era. They use research skills to develop an overview of the changes in that time period and prepare and present a role-play based on one particular aspect of the change in lifestyle.	MH2.01D	use school and public libraries, resource centres, museums, historic sites, and community and government resources effectively to gather information on Canadian history	Enduring
		MH4.02D	demonstrate competence in research and writing	
		MH4.04D	demonstrate, after participating in dramatizations of historical events, insights into historical figures' situations and decisions.	
		CC1.04D	Evaluate the impact on Canadian society of post-World War I urbanization and post-World War II population shifts to the suburbs	Important
		CC2.02	Describe various ways in which technological developments have affected the lives of Canadians since World War I.	
		CC2.03D	examine the relationship between war and inventions and explain how and why the technologies developed during and immediately after World War II	
Activity 6: How did the	Through an investigation of audio, video, and visual sources, students will	MH1.03 -	distinguish between primary and secondary sources of information (e.g., primary: artifacts, diaries, documents; secondary: books, articles),	

social, demographic changes of the 1960s alter Canada's identity in this period?	come to understand the characteristics of the 1960s youth culture in Canada and impact on Canadian identity in this period. Students will have the opportunity to practice their historical thinking skills in a learning-center activity by contextualizing and interpreting these sources	MH2.01	analyze information, employing concepts and theories appropriate to historical inquiry (e.g., chronology, cause and effect, short- and long-term consequences);	Enduring
		MH2.03	identify different viewpoints and explicit biases when interpreting information for research or when participating in a discussion;	
		CC1.04	evaluate the impact of the baby boom generation on Canadian society since the 1960s;	Important
		CG2.01	explain how American culture and lifestyle have influenced Canadians from 1900 to the present (e.g., music, dance, clothing, speech, movies, television);	Familiar
Activity 7: How Did Arts and Leisure make us "Canadian"?	In this activity, students will examine their perceptions of Canadian Identity and how arts and leisure of the 1950s, 60s, and 70s helped shape our modern perceptions of Canadian identity. Students will have an opportunity to practice their research and presenting skills in preparation for the Culminating Activity	CH2.02	assess how artistic expression has reflected Canadian identity since World War I	Enduring
		MH1.02	gather information on Canadian history and current events from a variety of sources (e.g., textbooks and reference books, newspapers, the Internet) found in various locations	
		MH1.06	formulate and use a thesis statement when researching a historical topic or issue	
		CH2.01	assess the contributions of selected individuals to the development of Canadian identity since 1914	Important
		CG1.02	explain why the federal government has tried to promote a common Canadian identity, and how it has done so	

		SP2.04	evaluate the role of government in promoting economic opportunity in post-World War II Canada	Familiar
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Unit Assessments

Task/ Topic	Achievement Chart Focus	Strategies	Tools	Assessor (P/S/T)
Summative Performance Task				
Canada's Identity	K/U, T, C, A	Written component, Group Presentation	Rubric	Teacher
Formative Assessment Tasks				
1. Franco-Anglo Relations	K/U, T, C, A	Symbol construction	Observation	Teacher
2. Native Issues Timeline	K/U, T	Timeline Graphic organizer	Written feedback	Teacher
3. Multiculturalism and Immigration	K/U, T, C	Gallery walk, small group presentation	Observation and anecdotal notes	Teacher/peer
4. War and Peace	K/U, T, C	Informal group presentation	Observation	Teacher
5. Canadian Life	K/U, C	Role-play	Observation	Peer/Self
6. 1960s Youth Culture	K/U, T	Graphic organizer	Written feedback	Teacher
7. Arts and Leisure: An Artistic Individual/ Organization	K/U, T, C, A	Jigsaw/research skills	Checklist	Peer

Culminating Activity:

What Was the Greatest Contribution to Canada's Post-WWII Identity?

Time:

4.5 days; 345 minutes

Description:

The purpose of this culminating activity is for students to analyze, assess and evaluate how Canadian identity transformed in the post-World War II period by referencing the social, political, economic, regional, or demographic changes of this period. Through researching and analyzing primary source documents, students will evaluate and infer how Canada's identity changed in this period. Working in groups of 4, students are responsible for completing a variety of tasks that analyze the transformation of Canada's identity in this period. A variety of differentiated activities are included as well. The last day of the unit students will have the opportunity to present their work to the class in a gallery walk to celebrate their efforts.

Strands:

Communities: Local, National, and Global; Change and Continuity; Citizenship and Heritage; Social, Economic, and Political Structures; Methods of Historical Inquiry

Expectations:

Overall:

CGV.01 explain how local, national, and global influences have helped shape Canadian identity;

CGV.03 analyse the development of French-English relations in Canada, with reference to key individuals, issues, and events;

CGV.04 assess Canada's participation in war and contributions to peacekeeping and security.

CCV.01 - analyse changing demographic patterns and their impact on Canadian society since 1914;

CCV.02 - analyse the impact of scientific and technological developments on Canadians;

CHV.02 - assess how individual Canadians have contributed to the development of Canada and the country's emerging sense of identity

MHV.01 - formulate questions on topics and issues in the history of Canada since 1914, and use appropriate methods of historical research to locate, gather, evaluate, and organize relevant information from a variety of sources;

MHV.02 - interpret and analyse information gathered through research, employing concepts and approaches appropriate to historical inquiry

MHV.03 - communicate the results of historical inquiries, using appropriate terms and concepts and a variety of forms of communication.

Specific:

CG1.01- identify contributions to Canada's multicultural society by regional, linguistic, ethnocultural, and religious communities

CG3.02 - describe the major events that have contributed to the growth of Quebec nationalism and the separatist movement in Quebec

CG4.07 - analyse Canada's role in Cold War activities until 1989

CC1.04 - evaluate the impact of social and demographic change on Aboriginal communities

CC2.02 - describe various ways in which technological developments have affected the lives of Canadians since World War I

CH2.01 - assess the contributions of selected individuals to the development of Canadian identity since 1914

MH1.02 - gather information on Canadian history and current events from a variety of sources

MH1.03 - distinguish between primary and secondary sources of information and use both in historical research;

MH1.06 - formulate and use a thesis statement when researching a historical topic or issue;

MH3.01 - express ideas, arguments, and conclusions, as appropriate for the audience and purpose, using a variety of styles and forms

Planning notes:

- Groups will be assigned by the teacher. Heterogeneous groups - students with a variety of abilities - will be created in order to create a balance. Students will be assigned specific roles in the groups in order to delegate tasks and responsibility.
- themes will be chosen by a draw in order to ensure that each theme gets covered, and to ensure fairness in choice.
- Go over assignment sheet in class, ensuring students understand where they are to work as a group, and where they are responsible for individual work
- Book computer lab time for Day 4

Prior Knowledge:

- Able to find, assess, and evaluate primary resource documents.
- Understanding of primary sources and the difference between historical fact and opinion.
- Aware of the complexity of Canadian identity, and the various social, economic, political, etc the affected it in the Post-World War II period.
- Acquired inquiry skills (for formulating questions, researching and recognizing bias, Analysing, interpreting, evaluating, and drawing conclusions);
- Communication skills (written and oral)
- Knowledge of how to use the Library/Resource Centre

- Internet skills.

Teaching/ Learning Strategies:

Day 1 (30 mins)- Introduce Assignment and expectations (rubric and exemplars , students create groups, delegate work, and fill out the assigned task sheet for the teacher.)

Days 2 - Library and Computer Lab time;

Day 3- Work Period (Meeting with CEO for Progress Report)

Days 4 - Work Period and Computer Lab time)

Day 5 - Presentations and Gallery Walk

Assessment and Evaluation Techniques:

Formative

- Anecdotal observations taken by the teacher during the group work periods.
- Group Work Self-Assessment Scale completed by the student (see Appendix 6.6.2)
- Day #3 teacher conferences with CEO to see how the group is working.
- Day #5 gallery walk peer editing/peer assessment

Summative

- Rubric

Accommodations:

- Involve student in planning a task or creating a personalized activity for the culminating activity
- Provide exemplars for each of the assignments.
- Have peers assist students during their presentation.
- Students without computers may have time before or after class to work on the computer in the classroom.
- Students may have the option of presenting in front of only a select number of people to increase confidence level.
- Students skilled at using the computer may present a multimedia presentation instead of a oral presentation.
- IEP students may hand in their contributions to the teacher BEFORE sharing with the group, in order to receive extra feedback
- ELLs may have language partners in the group in order to ease communication
- Use peer editing.

Resources:

Print:

Quinlan, Don; Doug Baldwin; Rick Mahoney; Kevin Reed. The Canadian Challenge. Toronto: Oxford University Press, 2008.

Online:

Statistics Canada <http://www.statcan.gc.ca/>

CBC Archives <http://archives.cbc.ca/>

The Canadian Encyclopedia <http://www.thecanadianencyclopedia.com/>

National Gallery of Canada: www.gallery.ca/

Art Gallery of Ontario: <http://www.ago.net/>

The Canadian Literature Archive: <http://www.umanitoba.ca/canlit/>

The Canadian Pop Encyclopedia: http://jam.canoe.ca/Music/Pop_Encyclopedia/

Appendices:

CA-1: Student Assignment Handout

CA-2: Culminating Activity Rubric

CA-3: Group Work Self-Assessment

Appendix CA-1: Student Assignment Handout

Realizing An Identity- Culminating Activity

You are part of a team responsible for researching a specific theme which you as a group will ultimately use to create a mock heritage presentation to be viewed by the Canadian public on the CBC. This presentation will be a unique, personal representation similar in context to the "Part of our Heritage" minute/commercial as seen on TV. It is meant to be an educational tool which reflects the identity of the theme assigned to the group and how it relates to the overall Canadian national identity. Your team will be answering this question: What Was the Greatest Contribution to Canada's Post-WWII Identity?

PART 1

As a group, you will draw a theme. You will argue that your theme was the greatest contribution to Canada's identity.

- Arts
- External forces
- Technology
- Counter-culture
- War/peacekeeping
- Women
- Immigrant groups
- Native groups
- French-English relations

PART 2

After your group has chosen a topic, each person work individually to complete **ONE** of the following 4 tasks. Each task looks at a different component of your theme. Remember, you will **ALL** be working to answer the question What Was the Greatest Contribution to Canada's Post-WWII Identity?

Each TASK has either A or B; Choose only ONE.

Person 1. THE PERSON!

A) Blog: Who made the greatest contribution to your theme?

How did this person shape or reflect your theme?

Why did this person make the greatest contribution to Canada's identity?

Write a two page blog answering these questions. Your blog must include and make reference to **at least TWO** primary source documents.

B) A Diary: How did the people feel at the time?

Pretend you've found the diary of a member of post WWII society

(a scientist, military personnel, a woman, a member of Canada's Native Peoples,

Teenager in the 1960s, etc).

How did this person respond to your event at the time?

You are required to write a few diary entries (2 pages) making reference to historical events. Your diary must include **at least ONE** primary source document and some historical events.

Person 2. THE PICTURE!

A) Symbols: What three symbols best represent your theme in this period?

Through analyzing primary source documents, identify and create three symbols that represent the Canadian identity in each of these decades - 1950s, 1960s, 1970s. Each symbol should be explained by a paragraph, answering how this symbol best represents your theme. The paragraph should make specific reference to **(one)** primary source document. Create models, posters or use technology for your symbols. (Example - A Rainbow: the rise of Gay rights in the 1970s)

B) A Poster: How was this theme represented at the time?

Construct a meaningful, historically accurate poster on your theme. In a one-page report, describe how this poster represents your theme at the time. You must refer to at least one primary source.

Person 3 THE CULTURE!

A) Critique a piece: How effective is this piece of writing?

Imagine you are a critic for a newspaper. Your task is to review a work by a Canadian writer produced during the time period. Identify how it reflects your theme in this period. You must analyze and make reference to this literary work in your assignment, and relate it to ideas of Canadian identity that we discussed in this unit. (Examples - Under the Ribs of Death, John Maryln, a speech by Joey Smallwood, a poem)

B) A Song/ Poem: What best summarizes the mood of your theme?

Write a song or poem that best reflects the mood of your theme. After writing the poem or song, write a report explaining why this song/ poem represents Canadian identity, and how your song/ poem summarizes the mood of the time

Person 4 THE REACTION!

A) A Cartoon: What was the opposing view?

Construct a political cartoon about your theme using bitstrips.com or Comic Life. Your cartoon should include some commentary or criticism about your theme. The comic doesn't need to be humorous but rather satiric. Accompanying the comic, write paragraph or two that explains the criticism of your theme. Incorporate at

least one primary source document into your paragraph.

B) A Timeline: How did your theme change over time?

Create a timeline chronicling your theme over these decades. You will also write a paragraph explaining how your theme transformed over from 1945-1982 using primary source documents. You are expected to compare and contrast **at least two** primary source documents: one from 1946-59 and one from 1970-1982.

Part 3

Presentation

All group members will work on and present this part together

Presentation:

In a brief 3-5-minute presentation, your group will explain your theme and your argument. Each group member will explain the contribution he or she made to this culminating activity, and the connection between the task and your argument.

Gallery Walk:

Each group will set up a booth around the classroom to display their work. On the table of each booth, you will have the opportunity to leave comments for your peers. This is not for assessment, but to celebrate all the hard work you've done! You will then vote for which theme best represents Canada's identity. Be prepared to justify your response.

Planning time for the Activity:

Day 1- Introduce Assignment and expectations, form groups

Days 2 - Library and Computer Lab time;

Day 3- Work Period (Meeting with CEO for Progress Report)

Days 4 - Work Period and Computer Lab time)

Day 5 - Presentations and Gallery Walk

Group Roles for the Presentation:

Groups will be assigned by the teacher. In your groups, you will choose roles in order to delegate tasks and responsibility:

Chief Executive Officer (CEO): this person organizes the assignments and checks that everything is done. They are also responsible for making sure that all spelling and grammar are correct in all the assignments.

Chief Marketing Officer (CMO): this person is responsible for the illustrations and artistic component of the project.

Chief Research and Product Developer (RPD) : this person is responsible for finding locating primary source documents and making sure that all documents are

properly sourced.

Chief Information Officer (IO): this person is responsible for the technological portion of the assignment.

Writers: Everyone in the group is a writer, some members might write more than others but every member is responsible for producing at least (1) piece of written work.

Appendix CA-2:

Culminating Activity Rubric

Criteria	Level 4 80-100%	Level 3 70-79%	Level 2 60-69%	Level 1 50-59%
Knowledge and Understanding: (Knowledge of topic and understanding of historical significance) CGV.01 SPV.02	Demonstrates thorough knowledge of the changing nature of Canadian identity and the factors that shape it.	Demonstrates considerable knowledge of the changing nature of Canadian identity and the factors that shape it.	Demonstrates some knowledge of the changing nature of Canadian identity and the factors that shape it.	Demonstrates limited knowledge of the changing nature of Canadian identity and the factors that shape it.
	Demonstrates a thorough understanding that people recognized and/or were deeply affected by an event or person.	Demonstrates considerable understanding that people recognized and/or were deeply affected by the event or person.	Demonstrates some understanding that people recognized and/or were deeply affected by the event or person.	Demonstrates limited understanding that people recognized and/or were deeply affected by the event or person.
Thinking: (Critical, creative thinking processes, decision making process, research)	Demonstrates excellent critical thinking by investigating and selecting evidence and criteria to show how an event/person is historically significant.	Demonstrates considerable critical thinking by investigating and selecting evidence and criteria to show how an event/person is historically significant.	Demonstrates some critical thinking by investigating and selecting evidence and criteria to show how an event/person is historically significant.	Demonstrates limited aspects of critical thinking by investigating and selecting evidence and criteria to show how an event/person is historically significant.

Thinking continued MHV.01 MI4.02 MH1.02	Justifies the use of primary documents as a representation of the selected event or person with considerable effectiveness	Justifies the use of primary documents as a representation of the selected event or person with considerable effectiveness	Justifies use of primary documents of the selected event or person with some effectiveness	Justifies use of primary documents as a representation of the selected event or person with limited effectiveness
Communication: (Awareness of audience, organization of ideas on topic, interesting and engaging MHV.03	Expresses ideas on the topic and its connection with historical significance and Canadian identity in a manner that is very interesting and engaging to the intended audience	Expresses ideas on the topic and its connection with historical significance and Canadian identity in a manner that is quite interesting and engaging to the intended audience	Expresses ideas on the topic and its connection with historical significance and Canadian identity in a manner that is somewhat interesting and engaging to the intended audience	Expresses ideas on the topic and its connection with historical significance and Canadian identity in a manner that provides limited interest and engagement to the intended audience
Application: (Use of knowledge and skills to make connections within and between various contexts) CH2.01	Demonstrates in a highly effective manner how an event or person is significant beyond a specific time and place and how it clarifies understanding of an enduring or emerging issue	Demonstrates with considerable effectiveness how an event or person is significant beyond a specific time and place and how it clarifies understanding of an enduring or emerging issue.	Demonstrates with some effectiveness how an event or person is significant beyond a specific time and place and how it clarifies understanding of an enduring or emerging issue.	Demonstrates with limited effectiveness how an event, person is significant beyond a specific time or how it clarifies understanding of an enduring or emerging issue

Appendix CA-3

Group Work Self-Assessment

Fixed Scale: 1-Seldom 2-Sometimes 3-Usually 4-Always

Criteria	1	2	3	4
1. Co-operation I worked co-operatively with other members of my group and was willing to help with any task.				
2. Respect I listened to others' ideas, considered their points of view, and offered constructive suggestions.				
3. Effort I contributed as much as I could to group discussions and work required.				
4. Responsibility I worked responsibly and to the best of my ability on my contributions to the tasks.				
5. Task Commitment I was able to focus on what we needed to do throughout the process of our task and kept working even when I found something challenging.				
6. Problem Solving I tried to think of and use good problem-solving strategies throughout the process of completing the task(s).				

Opening Activity: How Can We Measure Influence?

Time: 30 minutes activity/ (45 minutes to explain Culminating Activity)

Description:

In this introduction to the "Developing Canada's Identity" Unit, students will determine criteria for measuring influence. Students will brainstorm what it means to be influential, and then work together to decide the factors that make a person or an event influential. This class will set the tone for the students' culminating activity in that students will create their own criteria that they will have to refer back to in explaining what themes, people, and events contributed to shaping Canadian identity.

Strands:

Methods of Historical Inquiry

Expectations:

Overall:

- +MHV.01 - formulate questions on topics and issues in the history of Canada since 1914, and use appropriate methods of historical research to locate, gather, evaluate, and organize relevant information from a variety of sources;
- +MHV.02 - interpret and analyse information gathered through research, employing concepts and approaches appropriate to historical inquiry
- MHV.03 - communicate the results of historical inquiries, using appropriate terms and concepts and a variety of forms of communication.

Specific:

- +MH1.06 - formulate and use a thesis statement when researching a historical topic or issue;

Interpretation and Analysis

- +MH2.01 - analyse information, employing concepts and theories appropriate to historical inquiry
- MH2.04 - draw conclusions and make reasoned generalizations or appropriate predictions on the basis of relevant and sufficient supporting evidence
- MH3.01 - express ideas, arguments, and conclusions, as appropriate for the audience and purpose, using a variety of styles and forms

Planning notes:

- Have prepared a list of influential people for students to rank
- Have student handout for culminating activity ready to give to students

Prior Knowledge:

- Group learning skills such as appropriate behaviour and supporting the

learning of peers

- Communication skills (written and oral)
- Some inquiry skills (for formulating questions, researching and recognizing bias, analysing, interpreting, evaluating, and drawing conclusions)

Teaching/ Learning Strategies:

1. Hand out the list of influential people, and have students rank any person they know according to how much influence that person has. Students should then partner up, and reach a consensus on the top and bottom 3 most influential people. Then, pairs should find another pair to create a group of four, and again reach consensus as to the top and bottom 3 most influential people.
2. Ask students how they ranked the most influential. What sort of criteria did they use to create a ranking system? The goal is to, as a class, create some criteria for determining influence. Record the results for students to refer back to
3. Hand out the Culminating Activity assignment to students (see Culminating Activity for further instructions)

Assessment Techniques:

- In leading the group discussion, the teacher should check constantly for understanding, and redirect the discussion to establish criteria for influence.

Accommodations:

- Working in pairs allows for stronger students to help, and weaker students seek help.
- ELLs may work with a partner who speaks their first language.

Resources:

N/A

Appendices:

1.1 List of 15 Influential People Handout

1.2 Possible criteria for influence

Appendix 1.1: Who Has the Most Influence?

Individually:

Check the names of people you know.

Rank these people according to how much influence they have

With a partner:

Help each other with anyone you don't know.

Discuss your ranking, and decide together who are the top and bottom 3 most influential.

In Groups:

Again, agree together who your top and bottom 3 most influential people are.

Person	Do I know?	Individual	Pairs	Groups
Pope Benedict XVI				
Hu Jintao				
Ban Ki-Moon				
Mahmoud Ahmadinejad				
Barak Obama				
Sidney Crosby				
Dalai Lama				
Angela Merkel				
Dmitry Medvedev				
Warren Buffet				
Sarah Palin				
Al Gore				
Kim Jong-il				
Oprah Winfrey				
Stephen Harper				

Appendix 1.2:Criteria for influence

Social impact of statements and actions

- How many people reached
- Initiatives based on/by this person
- Change in lives

Economic impact of statements and actions

- Initiatives for the poor
- Created new markets
- Influence on products sold

Political impact of statements and actions

- Laws changed in a country
- New initiatives spearheaded
- Regimes changed/ maintained

Long terms effects

Activity 2: How Was the Concept of 'Nationalism' Different for French and English Canadians?

Time: 150 minutes

Description

Students explore the concept of nationalism in order to understand the nature of French-English relations in the post WWII era. The flag debate of 1964 will be used as an example of nationalism to be analyzed.

Strands:

Communities: Local, National, and Global; Citizenship and Heritage; Change and Continuity; Methods of Historical Inquiry

Expectations

Overall:

CGV.03D - demonstrate an understanding of the main steps in the development of French-English relations;

CCV.01D - demonstrate an understanding of the changing demographic patterns within Canada since 1900;

MHV.02D - use a variety of information sources effectively when researching historical topics or issues, accurately record relevant information, and then organize this information in a meaningful way.

Specific:

CG3.01D - identify the major events that contribute to the growth of Quebec nationalism and the separatist movement in Quebec from 1900 to the present;

CG3.02 - describe the major events that have contributed to the growth of Quebec nationalism and the separatist movement in Quebec (e.g., Duplessis era, 1936-39, 1944-59; Quiet Revolution, 1960-66; October Crisis, 1970; election of René Lévesque, 1976; two sovereignty referendums, 1980, 1995);

CG1.01D - explain to what extent certain national symbols represent all Canada and Canadians;

MH2.03D - record and organize information effectively;

MH4.01D - make reasoned generalizations or appropriate predictions based on research.

Prior Knowledge Required:

- Students should know how to use a timeline.
- They should have learned about French-English relations in other units in this course.

Planning Notes:

- Split up class into groups of 4 and assign group members their roles.
- Find pictures of the three or four other proposed flags for Canada in 1964 and duplicate them or put them on an overhead.
- Locate material in the textbook dealing with French-English relations during this time period.
- Produce and duplicate organizer for changes in lifestyle.
- Flag Debate videos can be accessed through CBC Archives. See resources.

Teaching/Learning Strategies:

1. The teacher explains the concept of "nationalism" by using the school's sports teams as examples. Students brainstorm the meaning of the term, what it sounds like and looks like in everyday life and its pros and cons. In groups of 4, students use the three headings to write their ideas on chart paper. The teacher will assign a letter between A and D to each group member, which will signify one of the following roles which they will assume: recorder, presenter, timekeeper, manager. After each group presents their ideas, the teacher clarifies and focuses common ideas in the brainstorming, and makes blackboard notes for the students to record in their notebooks.
2. The teacher explains that the growth of nationalism both in Canada as one nation and in opposing French and English cultures within the country is the focus for the activities which follow. As a class, students analyze the Canadian flag as a symbol on nationalism, and comment on function, symbolism, and pros and cons as a representation of Canadian nationalism and identity. The teacher can record ideas in point form on the blackboard.
3. The teacher introduces students to the flag debate of 1964 by explaining why it occurred, with short overhead note and showing the students three or four of the other proposals that people made for Canada's national symbol. In their groups, students discuss the ranking they would have given to these proposals and explain their reasons in class discussion. (Group roles not needed for this.)
4. The teacher explains to students that one of the other groups that increasingly developed both a separate identity and a sense of nationalism were French Canadians. As a class, students brainstorm why a group in a country might develop a separate sense of identity and nationalism from the rest of the country. The teacher will record selected ideas on the blackboard and students will record them in their notes.
5. In their groups and using their assigned roles, students will be assigned a major event to research from the 1940s, 50s, and 60s, including the Duplessis government, the Asbestos Strike, Jean Lesage, the Quiet Revolution, Bilingualism and Biculturalism and the FLQ/October Crisis. using the textbook to prepare notes on Quebec nationalism. Their research should

include: the event, the description of what happened and its importance. The groups will present their research to the class upon completion. During their research time, the teacher will pass out a blank graphic organizer (appendix 2.1) including all of the stated major events, with which students will record the presented information for their own individual notes.

6. Students write three conclusions they could make about Quebec nationalism from the timeline to share with the rest of the class in discussion.

Assessment/Evaluation Techniques

- Formative checklist used by teacher on graphic organizer
- Teacher walk-around during research time to gain a sense of comprehension, participation, engagement.

Accommodations

- When creating groups, consider student strengths, areas of needed improvement, shared language for ESL students.
- Select and analyze other visual examples of nationalism to reinforce the concept.
- List key vocabulary associated with nationalism. Add to/create a class word wall.
- Students compile an inventory of symbols or representations of nationalism in the school.

Resources

Print

Textbook - The Canadian Challenge. Pg. 183, 226-231.

CBC Archives - "The Great Canadian Flag Debate". (16 clips)

<http://archives.cbc.ca/politics/language_culture/topics/80/>

Laptop/Projector for online video clips

Appendices:

2.1 Graphic Organizer

2.2 Possible answers for Graphic Organizer

Appendix 2.1 (Blank Copy)

Event	Description	Significance
Duplessis Government		
Asbestos Strike		
Jean Lesage		
Quiet Revolution		
Bilingualism & Biculturalism		
FLQ & The October Crisis		

Appendix 2.2 (With Answers)

Event	Description	Significance
Duplessis Government	<ul style="list-style-type: none"> - Held popular support in Quebec between from the dirty 30s until the late 1950s - Defended French language, religion , culture - Sense of authoritarianism in doing so onto itself - Created Quebec flag - fleur de lys - Provincial income tax - focus on provincial economy - Did not support workers in asbestos strike 	<ul style="list-style-type: none"> - Helped solidify Quebecs own brand of nationalism; continuous refusal to recognize worker's rights. - Failed at changing Quebec as the people wanted, but held onto support because of his claims for nationalism.
Asbestos Strike	Biggest strike of postwar era in Quebec - Workers at asbestos plant demand protection against cancer-causing dust and a 15 cents an hour pay raise. Gov't offers 5 cents and rejects all other demands. 5000 workers picket illegally before arbitration. Duplessis orders police to break up strike; violence erupts.	<ul style="list-style-type: none"> First sign that social , economic and poliical changes were underway in Quebec. - Challenged foreign ownership and English business interests in Quebec. Set up Quebec's intention to become "maitres chez nous" - masters in our own house.
Jean Lesage	<p>Quebec premier - refused to support Pearson's plan to control Quebec's growing sense of nationalism and separatism.</p> <ul style="list-style-type: none"> - Replaced Duplessis in 1960 - Liberal leader - Promised to end corruption and patronage that had characterized the Duplessis gov't 	Marked transformation of Quebec society - political, social, cultural, industrial
Quiet Revolution	<p>Up until the death of Duplessis, Quebec economy dominated by American and English-Canadian business, English as language of the workplace</p> <ul style="list-style-type: none"> - Jean lesage's Liberal gov't changed this - referred to as quiet rev 	Marked transformation of Quebec society - political, social, cultural, and industrial.

Bilingualism & Biculturalism	<p>Royal commission on bilingualism and biculturalism appointed by Prime Minister Pearson in 1963</p> <ul style="list-style-type: none"> - Examine growing crisis of Quebec's own nationalism and want to separate. - Attempted to find a formula that would allow Canada to amend its Constitution and give the provinces greater powers. <p>Lesage didn't support this.</p>	<p>Demonstrated Ottawa's stance on identity formation/French-English relations. Attempt to challenge Constitution.</p>
FLQ & The October Crisis	<p>Used violence and terrorist tactics to fight for Quebec independence. Kidnapped British trade commissioner, threatened to kill</p> <ul style="list-style-type: none"> - War measures act implemented in Quebec - gave gov't extraordinary powers - police could arrest anyone they suspected as being FLQ without a warrant. caused further dismay 	<p>Quebecois did not support flq after the crisis was over. created more harm than good.</p> <ul style="list-style-type: none"> - caused greater divide between ottawa and quebec by invoking war measures act

Activity 3: How did Native Relations Change Post-WWII?

Time: 150 mins

Description:

Students will have an opportunity to examine the changes in Canada's policy toward Native peoples after the Second World War. They will look at how things changed, as in what changed, and also as in what process changed these relations. Using the trends they find, students will make a prediction about how Native relations have changed or remained the same through into the 2000s. Students will look at the major events in Native relations from 1945-1982, and the contributions made by certain individuals to these events. Students will practice making timelines, read and respond to primary sources, and decide what impact Native peoples have made to Canadian Identity.

Strands:

Communities: Local, National, and Global; Change and Continuity; Citizenship and Heritage; Methods of Historical Inquiry

Expectations:

Overall:

CGV.01 explain how local, national, and global influences have helped shape Canadian identity

CCV.01 - analyse changing demographic patterns and their impact on Canadian society since 1914

CHV.02 - assess how individual Canadians have contributed to the development of Canada and the country's emerging sense of identity

MHV.02 - interpret and analyse information gathered through research, employing concepts and approaches appropriate to historical inquiry

Specific:

CG1.01- identify contributions to Canada's multicultural society by regional, linguistic, ethnocultural, and religious communities

CC1.04 - evaluate the impact of social and demographic change on Aboriginal communities

CH2.01 - assess the contributions of selected individuals to the development of Canadian identity since 1914

MH2.01 - analyse information, employing concepts and theories appropriate to historical inquiry

MH2.04 - draw conclusions and make reasoned generalizations or appropriate predictions on the basis of relevant and sufficient supporting evidence

Planning notes:

- Have students sitting in groups to best facilitate discussion and peer support
- Have CBC radio clip "Fighting the White Man's War" ready to play at the beginning of class
- Prepare Students for the CBC radio clip "Fighting the White Man's War" by providing them with a series of questions to focus their attention
- Have brief biographies of some of the major individuals involved in Native Rights
- Prepare a graphic organizer of the Native Rights individuals.
- Have ready Stephen Harper's apology to the Native People for the Canadian Government's policy on Residential Schools

Prior Knowledge:

- The history of Native peoples in Canada up to World War II, including treatment, government policies, and discrimination
- A familiarity with timelines and cause and effect
- Some experiences making predictions based on texts and primary sources
- Group learning skills such as appropriate behaviour and supporting the learning of peers

Teaching/ Learning Strategies:

1. Have students listen to the CBC radio clip "Fighting the White Man's War", and answer follow-along questions while it plays. Take some time afterwards to discuss the answers in groups to ensure everyone has understood.
2. Using the textbook, students will create a timeline noting how relations between the Canadian Government and Native peoples changed. They should note significant events such as the rights of Native peoples before and during the war, the revision of the Indian Act, the Hawthorn Report, the Nechako-Kemano Diversion, The White Paper, Sandra Lovelace going to the United Nations for Native status in marriage, and the James Bay Project.
3. In a jigsaw, students will fill in a graphic organizer of some of the major personalities in the Native Rights movements such as Tommy Prince, Andrew Paull, , Norval Morrisseau, Sandra Lovelace, and George Manuel.
4. Students should now take a few minutes to note the trend in the Government's treatment of Native People. Is it paternalism? A relationship of equals? How has this relationship been changing? How can they tell? Where do they think this trend is heading?
5. Show a clip of Stephen Harper's apology for Residential schools. How does act fit into the students' predictions of the government's treatment of Native groups? Students can take some time to reflect on how this apology adds to their perceptions of the trends in Native Rights and how this latest

act lines up with their prediction.

Assessment Techniques:

- (2) Teacher assessment of timeline
- (5) Self check in reflection on the apology and the students' predictions

Accommodations:

- Have transcripts of the radio clip/ tv clip for students who may have difficulty following along to an aural feed
- ELLs may have language partners in the group in order to ease communication
- Provide exemplars of a timeline
- Group work allows stronger students to teach their peers and weaker students to seek help from their peers.
- Extension: students may present on one of the events or personalities explaining the importance to the development of Native Rights.
- Extension: students look at Newspaper editorials/ articles reporting on Harper's apology for Residential Schools and compare and contrast responses, biases, etc

Resources:

"Fighting the White Man's War". CBC Archives

http://archives.cbc.ca/society/native_issues/clips/5833/

"A long awaited Apology" CBC Archives

http://archives.cbc.ca/society/native_issues/clips/15394/

Quinlan, Don; Doug Baldwin; Rick Mahoney; Kevin Reed. *The Canadian Challenge*. Toronto: Oxford University Press, 2008.

Appendices:

- 3.1. Follow along questions for Radio clip
- 3.2. Graphic organizer of individuals involved in Native Rights
- 3.3 Individuals who created change graphic organizer
- 3.4 Possible answers for "Individuals" graphic organizer
- 3.5 Potential Student Comments on Trends and Predictions

Appendix: 3.1

Radio Clip: "Fighting the White Man's War"

From the CBC, November 9, 1974

Follow-Along Questions (with answers)

According to the veterans interviewed,

Why did the Native men join up in the second world war?

- The native people are keen on adventure; they have only one life to give, and death is the next adventure.

Why were the hungry 30s not a problem for the Native people?

- They were used to it, living on the reserves
- They could still fish and trap

Why did the soldier feel that in the army, he was truly Canadian?

- All soldiers were equal, and promoted on merit.
- There was no discrimination based on race.

Why were so many Native snipers?

- Native people were good with guns; they were good shots.

How did the native soldiers find things when they returned home?

- They were no longer treated as equals; there was no meritocracy
- Nothing had changed in terms of discrimination
- There was no proper rehabilitation program for Native veterans
- They felt very let down

Stop and Think!

In your groups, discuss:

How do you think their participation in the war affected the Native peoples' expectations for equal rights in Canadian Society?

- Had become accustomed to being treated as equals
- Knew they'd made a valuable contribution to Canada
- Felt "Canadian", not just tribal association
- Disappointed in the government's poor response to taking care of the families while the men were at war
- Realized how different their culture was from white Canadians

Appendix 3.2

Timeline of Changing Native Rights:

1945

Native veterans return to Canada. They do not have the right to vote, or move freely off the reserves

1947

Government announces plans to review and revise the Indian Act; Invite Native leaders to speak before parliament

1950

Chelsatta Carrier Nation of BC forced to leave traditional lands near the Nechako River when the government decides to build a hydroelectric dam

1951

Revisions to Indian Act come out: Natives gain some freedoms, like controlling their own finances, the right to vote in band elections, the right to move from reserves, have the restored right to traditional dances and celebrations. Many downsides remain, like keeping residential schools, and women losing their Native status if they marry non-status men. The goal of the Indian Act is still to assimilate Native culture.

1960

Native people gain the right to vote

1966

The Hawthorn Report condemns assimilation, and recommends Native people are treated as "citizens plus"; that is, they have all the rights of Canadian citizens, plus traditional treaty rights.

1969

The White Paper calls for abolishing the Indian Act and land treaties in order to treat First Nations the same as any other Canadian citizen. Native groups respond with "Red Paper", calling for the maintenance of Natives' special status. The government decides not to implement the White Paper.

1973

Supreme Court rules that Native women who marry non-status men will continue to lose their Native status

1979

Sandra Lovelace protests to the UN that losing status is a violation of Human Rights. The UN rules in her favour.

1985

Canada changes their policy regarding Native women losing their status, in accordance with the UN's ruling.

Appendix 3.3

Individuals Who Created Change

Name	Who were they?	What did they do?
Tommy Prince		
Sandra Lovelace		
Norval Morrissau		
George Manuel		
Andrew Paull		

Appendix 3.4

Individuals Who Created Change

Name	Who were they?	What did they do?
Tommy Prince	<ul style="list-style-type: none"> - Most decorated aboriginal war veteran - Chairman of Manitoba Indian Commission - Aboriginal activist 	Called for better housing and roads on reserves, more educational opportunities, protection of hunting and fishing rights
Sandra Lovelace		Protested to the UN that Canada's policy on Native women losing their status was against human rights; The UN ruled in her favour
Norval Morrissau	<ul style="list-style-type: none"> - Painter 	Created new style of painting, the "Woodlands" style; Had outstanding success selling paintings
George Manuel	<ul style="list-style-type: none"> - Chief of Secwepemc Nation - President of N. American Indian Brotherhood - National Chief, Assembly of First Nations - President of World Council of Indigenous Peoples 	Worked to unite all Native groups under one organization; Helped bring about the UN's Universal Declaration of the Rights of Indigenous People
Andrew Paull	<ul style="list-style-type: none"> - Lobbyist - Secretary of his band 	Wanted Canada to restore nation-to-nation relationships between the government and First Nations; Formed North American Indian Brotherhood

Appendix 3.5

Potential Student Comments on Trends and Predictions

Trends:

- Government seems to be moving away from paternalism, more toward treating native groups as an equal nation
- Native groups must protest and lobby for every right the government gives them
- The Government may have granted some rights, but is not actively granting many more
- The Government moves slowly, but is granting rights to Native groups

Predictions:

- The Government will continue to grant equal status to Native peoples
- The Government will follow the ideology behind the White Paper, and stop treating First Nations as a distinct group
- Native groups will continue fighting for "citizen plus" rights

After watching Harper's Apology:

- This apology marks a change in the Canadian Government's treatment of Native peoples in that they have acknowledged that this policy was detrimental to First Nations heritage and culture. This is in direct opposition to the Indian Act's policy of assimilation.
- This apology shows no real change in Government policy. Although it is a nice gesture that hints at the Government's desire to work together with First Nations, it is too little a recompense. The Government needs to act, not just speak for past wrongs.

Activity 4: What was the historical significance of Trudeau's Multicultural Policy and the Immigration Act of 1976 (1978) on Canada identity?

Time: 75 minutes

Description: Canada's identity transformed immensely from the end World War II from a nation that identified itself with Great Britain to a nation where multiculturalism became the defining characteristic of its identity. In this activity, students will examine how Canadian identity transformed in this period through critically examining the changes in the Immigration Act of 1976 (1978) and government policy towards multiculturalism. Students will practice their historical inquiry skills through analyzing the historical significance of this Act to Canada's perception of itself as a nation and people. Through a group gallery walk activity students will demonstrate the significance of this Act and change in policy.

Strands:

Communities: Local, National, and Global; Social, Economic, and Political Structures; Methods of Historical Inquiry

Expectations:

Overall:

MHV.02 - interpret and analyse information gathered through research, employing concepts and approaches appropriate to historical inquiry

CGV.01 explain how local, national, and global influences have helped shape Canadian identity.

Specific:

CG1.01- identify contributions to Canada's multicultural society by regional, linguistic, ethnocultural, and religious communities (e.g., Aboriginal peoples, Franco-Ontarians, Métis, Black Canadians, Doukhobors, Mennonites, local immigrant communities);

CC1.01 - identify the major groups of immigrants that have come to Canada since 1914 and describe the circumstances that led to their decision to emigrate (e.g., impact of war, political unrest, famine);

MH2.04 - draw conclusions and make reasoned generalizations or appropriate predictions on the basis of relevant and sufficient supporting evidence; complete research projects that reflect or contain the elements of a historical inquiry process: preparation, research, thesis, supporting evidence, conclusion based on evidence.

MH1.03 - distinguish between primary and secondary sources of information (e.g., primary: artifacts, diaries, documents; secondary: books, articles), and use both in historical research;

MH3.01 - express ideas, arguments, and conclusions, as appropriate for the audience and purpose, using a variety of styles and forms (e.g., reports, essays, debates, role playing, group presentations);

Planning notes:

- Have the CBC video ready to play
- Obtain statistical data about Canadian immigration, and have some knowledge about graphical analysis and statistics in order to explain the demographical trends
- Have chart paper, sticky-notes and markers available for the gallery walk assignment.
- Knowledge of reading primary source documents and interpreting them.
- Students with IEPs may find not be able to copy the note. Have handouts prepared.

Prior Knowledge:

- **Ability to work in collectively and properly in groups.**
- Students have an understanding of the important issues in Canadian history from the previous units - specifically the treatment of Chinese, natives, and African Canadians.
- Expectations as set out in the Grades 7 and 8 History Curriculum, including inquiry, research, and communication skills.
- Knowledge of the causes of World War 1 for the minds on activity.

Teaching/ Learning Strategies:

1. Minds on activity to teach historical significance of an event through comparing two accounts of murder. See Appendix (4.1) for the activity. Students will work in pairs and debate why they believe the event is significant or not. We will discuss historical significance as a class and students will learn criteria upon which to rate the significance of an event. Questions: Why we as historians view some events as seminal and other as not important? How this event has is currently affecting our lives today? Also how some events have long-lasting impacts centuries after they occurred? How embedded is this event within the woven of a nation's consciousness or history?
2. Working in groups of 2, students will be given information on Canadian Immigration policy prior to 1976 and excerpts of Canadian Immigration Act of 1952. (Appendix 4.2) The pair of students will then be required to write tweet about how they feel about the act. (Appendix 4.3) Students then will share their tweets with their classmates. Students will write negative statements about Canadian immigration policy and probably describe it as racist, homophobic, restricted, etc. A class discussion about this topic will

- emerge, and a student may even recount some incident about a relative who experienced some form of discrimination, racism, or unfair treatment. Or a discussion about the Jewish refugees about the St. Louis will occur. Teachers can use these stories as a springboard to step #3 and the need for change.
3. Next students will be given information on a PowerPoint presentation. They will first hear a speech from Trudeau about the multicultural policy accompanied by the key points listed on slide; key excerpts and information about the Immigration Act of 1976 (1978); statistics about the change in immigration from European to other Countries in the 1970s; and watch a video that explains Canada's new policy of accepting Refugees. (See Appendix 4.4 blank and resource list) Students will be required to write this information down in their notebooks.
 4. Working in Groups students, will have to assess the historical significance of the Canadian Immigration Act on Canadian identity and rise of a multicultural policy in this period. Criteria of three categories will be established depending on the students in step #1. An expected criterion would be: A) describe how Canada's identity has transformed since this Act and change in policy. B) Illustrate how embedded this concept of multiculturalism is within society today. C) What were some of the long-term effects of this change in policies? D) What is its impact own my life?
 5. After completing their chart papers, students will then partake in a gallery walk and have the opportunity to post-notes or write comments on other students chart paper. At the end of class we will discuss how Canada has transformed immensely in the last 40 years and the significance of these Acts to Canadian society today.

Assessment Techniques:

- Informal teacher assessment of students working in groups by asking probing questions in Step #1 and #4 to gauge students' historical inquiry and critical thinking abilities, and taking anecdotal notes.
- Teacher must rove around the room to ensure the students are on task while in small groups and to assist them if they have any questions.
- Observational and anecdotal notes by the teacher of groups presentation skills when presenting their chart paper to the class.

Accommodations:

- Working in pairs allows for stronger students to help, and weaker students seek help.
- Students who have an IEP will get a handout copy of the PowerPoint notes.
- Create a word chart or word-wall for some of the new terminology.

Resources:**Video about Refugee:**

<http://archives.cbc.ca/programs/127-2709/page/1/>

Statistics for immigration:

www.statcan.ca/english/Pgdb/People/Population/demo25a.htm

<http://www40.statcan.gc.ca/l01/cst01/demo24a-eng.htm>

Ornstein, M. (2006b). *Ethno-Racial Groups in Toronto, 1971-2001: A Demographic and Socio-Economic Profile*. Toronto: York University, Institute for Social Research.

Multicultural Policy Speech

Pierre Elliott Trudeau, Robert L. Stanfield, David Lewis, Réal Caouette
House of Commons Debates, October 8, 1971, pp. 8545-8.

Information about Immigration Acts 1976 (1978) and 1952:

<http://www.canadianhistory.ca/iv/1945-1967/act/>

Appendices:

4.1 Two accounts of murder

4.2 Immigration Policy and Excerpts of Immigration Act 1952

4.3 Make a Tweet

4.4 Powerpoint Presentation

Appendix 4.1:

Here are two accounts of murder:

1. Montreal 1911, Gerald Houillier was murdered over a dispute following a game of croquet.
2. At Sarajevo in 1914, the Archduke Franz Ferdinand of the Austria-Hungarian was assassinated by a Gavrilo Princip, a Serbian nationalist and member of the Black Hand organization.

Two people were murdered and both were mourned by their family and friends..

Yet are they equally important in history? Explain your answer through establishing criteria upon which you based your answer.

Potential Answers:

- Does this event has is currently affecting our lives today?
- Were there immediate consequences of this event?
- How long-lasting were the effects of this event?
- How embedded is this event within the woven of a nation's consciousness or history?
- Do we still take about the event?
- Has it affected me or someone close to me in any tangible fashion?
- How many people were affected?
- How important was it to people at that time

Appendix 4.2: (Student Handout)

Immigration Policy and Excerpts of Immigration Act 1952

IMMIGRATION ACT 1952

ADMISSION TO CANADA

3. (1) A Canadian citizen has the right to come into Canada.

(2) Subject to subsection three, a person who is not a Canadian citizen but has acquired and has not lost Canadian domicile shall be allowed to come into Canada.

Prohibited Classes.

5. No person, other than a person referred to in subsection two of section seven, shall be admitted to Canada if he is a member of any of the following classes or persons :

- a. persons who
 - i. are idiots, imbeciles or morons,
 - ii. are insane or, if immigrants, have been insane at any time,
 - iii. have constitutional psychopathic personalities, or
 - iv. if immigrants, are afflicted with epilepsy;
- b. prostitutes, homosexuals or persons living on the avails of prostitution or homosexuality, pimps, or persons coming to Canada for these or any other immoral purposes;
- c. persons who attempt to bring into Canada or procure prostitutes or other persons for the purpose of prostitution, homosexuals or other immoral purposes;
- d. persons who are chronic alcoholics;
- e. class, who are certified by a medical officer as being mentally or physically abnormal to such a degree as to impair seriously their ability to earn a living;

In 1946, the federal government created an act called the Canada Citizenship Act, which came into effect on January 1, 1947. This law officially created Canadian citizenship. Prior to this, all Canadians were considered to be British subjects. Under this new legislation, though, Canadian citizenship was extended to most residents who hadn't been born in the country but were now living full-time in Canada.

After this act was created, however, Canada still gave preferential treatment to white, European or American residents who wanted to immigrate to the country.

This was evident in the *Immigration Act, 1952*.

This 1952 act allowed the following groups of "preferred classes" into the country:

- British subjects.
- French citizens.
- American residents.
- Asians who wanted to reunite with their immediate relatives in Canada.

However, the act discriminated against:

- Asians without close relatives already living in Canada.
- homosexuals and prostitutes.
- the mentally handicapped.
- those suffering from epilepsy.
- other ethnic groups of the government's choosing. The act allowed for the passage of orders-in-council that placed quotas on those from India, Pakistan and Ceylon (Sri Lanka).

The Immigration Act also discriminated against people from South-East Asia. Quotas for immigrants from India, Pakistan, and Ceylon (now Sri Lanka) were established at 150, 100, and 50 people per year were established.

Appendix 4.3:



Make a Tweet!



- Students will write negative statements about Canadian immigration policy and probably describe it as racist, homophobic, restricted, etc.
- Students might express dismay and shock about such a policy.

Appendix 4.4:

PowerPoint Presentation for Students:

- a) Trudeau's Speech in the House of commons explaining the new multicultural policy: (Student's will listen to audio version below - and the bolded key points the students will have to copy down)

In implementing [this] policy, the government will provide support in four ways.

"First, resources permitting, the government will seek to assist all Canadian cultural groups that have demonstrated a desire and effort to continue to develop a capacity to grow and contribute to Canada, and a clear need for assistance, the small and weak groups no less than the strong and highly organized.

Second, the government will assist members of all cultural groups to overcome cultural barriers to full participation in Canadian society.

Third, the government will promote creative encounters and interchange among all Canadian cultural groups in the interest of national unity.

Fourth, the government will continue to assist immigrants to acquire at least one of Canada's official languages in order to become full participants in Canadian society."

Trudeau's multicultural policy was a dramatic shift from the policy prior - as seen in the previous document.

Four Key Points:

Removal of barriers to integration;

Assistance for immigrants in Canadian society;

Promote a policy of diversity that is based on race

Assist immigrants learning of one of Canada's two languages.

- b) **New Immigration Act 1976 (1978): PowerPoint Note - student copy first section.**

Immigration Act 1976

In April 1978, a new Immigration Act came into law. It was called Immigration Act of 1976 for the year it was drafted and proposed.

- The act defined "prohibited classes" in much different terms. Individuals who could become a burden the state or health services would now be refused

entry into Canada. Before certain groups of people - homosexuals, the disabled - were refused entry.

- They were four new classes of immigrants who could come to Canada and a point system was developed:
 - refugees
 - families
 - assisted relatives
 - independent immigrants
- The act also created alternatives for deportation in less serious criminal or medical offenses. Deportation meant the immigrant was barred from entering Canada for life.

Immigration Act 1976 (1978) : Selection of Immigrants

6. (1) Subject to this Act and the regulations, any immigrant including a Convention refugee, a member of the family class and an independent immigrant may be granted landing if he is able to establish to the satisfaction of an immigration officer that he meets the selection standards established by the regulations for the purpose of determining whether or not an immigrant will be able to become successfully established in Canada.

ADMISSION TO CANADA

General Presumption

(2) Every person seeking to come into Canada shall be presumed to be an immigrant until he satisfies the immigration officer examining him or the adjudicator presiding at his inquiry that he is not an immigrant.

Another Important Change in the Immigration Act was the creation of a Refugee class.

Definition of Refugee:

A person who owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country; or who, not having a nationality and being outside the country of his former habitual residence as a result of such events, is unable or, owing to such fear....

- c) **Video about Canada's acceptance of refugees from CBC archives. (see resources)**
- d) **Statistic data from Stats Canada and Michael Ornstein's study. (see resources)** Statistics will illustrate the dramatic increase in immigration from African, South-East Asian, South American countries since the implantation of the Act.

Activity 5: "In What Way Did Canada Achieve or Not Achieve National Security in the Postwar World?"

Time: 150 minutes

Description

This lesson introduces students to the unit in general and the world as Canadians saw it in 1945. They use that situation to brainstorm the concept of personal security and extend that concept to national and global security. The teacher provides an overall introduction to the Cold War and students analyze Canada's participation in that conflict and other aspects of international relations at that time through research. Students use presentations to gain basic information in shaping Canada's "face" as a peacekeeping nation, which they can then use in their culminating assignment in the course. The presentation and research allows them to practice these skills in an environment with little pressure, as they are being marked on completion.

Strands:

Communities: Local, National, and Global; Change and Continuity; Methods of Historical Inquiry

Expectations:

Overall:

CGV.02D - demonstrate an understanding of the ways in which outside forces and events have shaped Canada's policies;

CGV.04D - demonstrate an understanding of Canada's participation in war, peace, and security;

MHV.01D - ask questions, identify problems, and effectively use historical research methods to investigate topics and issues in history;

MHV.02D - use a variety of information sources effectively when researching historical topics or issues, accurately record relevant information, and then organize this information in a meaningful way;

MHV.04D - communicate effectively the results of research in presentations, and demonstrate an ability to apply insights from history to other situations.

Specific:

CG4.07.D - produce an analysis of Canada's role in Cold War activities;

CG4.08.D - describe the roles and functions carried out by the Canadian armed forces since 1945;

CH2.02D - assess the contributions of selected individuals to the development of Canadian identity since World War I;

MH2.01D - use school and public libraries, community and government resources effectively to gather information on Canadian history;

MH2.03D - record and organize information effectively.

Prior Knowledge Required

- Students know events of World War II and are already familiar with its conclusion.
- Students know the use of argument and/or reasoned judgment supported by evidence.
- Students are to be taught the skill of active listening before presentations which includes eye contact, focus on presenter, silent verbal cues to presenter, and constructive questions.

Planning Notes

- select pictures for the introduction to the unit.
- Retrieve appropriate textbook selections or other resources for the various student groups.

Teaching/Learning Strategies

1. Students analyze the ways in which Canadians reacted to the challenges of the Cold War and other international conflict between 1946-1982. They use research skills to develop an overview of the changes in Canadian identity as a "peacekeeping" nation. Students are also required to give a brief, informal presentation on the information they have compiled from the resources that have been supplied to them on each topic. Each group must hand in their completed graphic organizer (used in their presentation) to be photocopied and handed out to the class. At the end of it the activity they will have a summary of the key points necessary to answer the critical thinking question for this theme or identity.
2. The teacher introduces the time period and major ideas of the unit through showing selected pictures, either photocopied or on the overhead (e.g., the United Nations building, the first televisions in the home, teenage clothing, a jet aircraft or Intercontinental Ballistic Missile (ICBM), the site of Expo '67 in Montreal) The teacher may need to explain the basic ideas of each picture. Students work in pairs to produce ideas in the following categories:
What I know about this time period.
What I would like to know.
What questions I have.
Students' responses are recorded on the board in a web chart around the central idea of Canada in the 1950s and 60s.
3. Student volunteers write selected responses on the board and ask students to think about what Canadians could do in 1945 to make the nation more safe and secure. The discussion focuses on the idea that **one of the concerns of**

- Canadians after World War II was security of the nation in an insecure international situation.** The teacher may need to make reference to some of the factors that led to this situation: the lessons of World War II concerning militarism and appeasement, the unfriendly relations that emerged between the Soviet Union and the United States, and the alliances and policies which developed, as introduction. Students brainstorm the idea of personal security in their own lives.
4. Students produce a web chart around the idea of personal security on the board. Representatives of groups complete an area of the web chart.
 5. The teacher explains that Canada looked for both national and global security in the postwar period and asks students to think/pair/share ideas about the similarities and differences between national and personal security. Students discuss their answers. The teacher can provide examples of the way this conflict was carried on. Students predict some of reasons why and ways in which Canada was involved in this situation, which are shared in class discussion.
 6. The teacher then divides the class into co-operative groups of three to four and assigns groups to one of the following topics:
UN Peacekeeping - The Suez Crisis and Lester B. Pearson;
UN Peacemaking - The Korean War;
Canada and the Threat of Nuclear War - the Cuban Missile Crisis;
Spies in Canada - the Gouzenko spy case;
International Alliances - NATO;
Continental Alliances - NORAD;
Cold War Leadership - St. Laurent, Diefenbaker, Pearson.
 8. Students use the information handed out by the teacher (retrieved from the internet) to prepare an informal 2-5 minute presentation using a suitable graphic organizer (e.g., timeline, Venn diagram) for ideas on the following (the students do not necessarily have to answer all the questions, depending on the information they are supplied):
 What caused this?
 Who/what was this?
 What resulted from this?
 How was this involved in Canada's national security?
 How effective was this at preserving national security?
 The teacher assists groups in selecting and recording information, as well as choosing a suitable type of graphic organizer for presentation. Groups present their information on the board. One or two people in the group should be responsible for presenting the information of the group, one person is responsible for putting the information on the board and one person is responsible for explaining the group's choice of graphic organizer.

9. Students complete notes to confirm learning from various groups. Students also complete thesis organizer based on the material in the presentation, answering the following critical thinking question:

"How did Canada achieve or not achieve national security in the postwar world?" The following format may be used:

Thesis: __

Major Supporting Topic 1:

Supporting Argument 1/2/3

Conclusion:

10. A copy of each group's completed graphic organizer with important information will be handed in to the teacher to photocopy and give back to the class. At the end, each student should have a completed graphic organizer with key points, from each of the main topics regarding Canada's identity as a peacekeeping nation. They can use these points for future quizzes, tests, and/or their culminating activity, depending on what topic/identity they ultimately choose.

Assessment/Evaluation Techniques:

- (3) Formative observation by teacher of fact gathering sheet from text.
- (7) Formative observation by teacher of graphic organizer presentation.
- (8) Formative observation by teacher of notes on presentations.
- (8) Formative teacher check of thesis organizer.

Accommodations

- Provide a model or partially complete web chart for students.
- Allow the use of alternate methods of presenting the information, including poster

Resources

Korean War - Canada:

<http://www.veterans.gc.ca/remembers/sub.cfm?source=history/koreawar>

UN Peacekeeping - The Suez Crisis and Lester B. Pearson;

<http://www.unac.org/peacekeeping/en/un-peacekeeping/fact-sheets/canada-and-un-peacekeeping/>

www.dnd.ca/menu/legacy/peace_e.htm

Canada and the Threat of Nuclear War - the Cuban Missile Crisis;

http://www.usask.ca/diefenbaker/galleries/virtual_exhibit/cuban_missile_crisis/index.php

<http://www.bishops.ntc.nf.ca/socstud/coldwar/khrush.htm>

Spies in Canada - the Gouzenko spy case;

<http://circ.jmellon.com/history/gouzenko/>

International Alliances - NATO;

<http://www.thecanadianencyclopedia.com/index.cfm?PgNm=ArchivedFeatures&Params=A245>

Continental Alliances - NORAD;

<http://www.spacecom.af.mil/norad/index.html>

Cold War Leadership

St Laurent:

Diefenbaker:

<http://diefenbaker.ottawa.com/main.htm>

Pearson:

www.unac.org/canada/pearson/FAOandUN-Intro.html

Appendix:

5.1 Cold War Information

Appendix 5.1

Cold War Information (Francis, et al. 364-366)

The Golden Age of Canadian Diplomacy:

After 1945, Canada had to adapt to a new world power structure. It could no longer rely on a permanently weakened Britain as a counterweight to American influence. To offset growing American power, Canada worked to build strong multilateral institutions. At the same time, it had little desire to let world organizations interfere in its relations with the United States, which it believed it could conduct better alone.

Canada in the Cold War Era:

Disappointments were rife in these years, as the postwar era rapidly gave way to the Cold War. At the Paris Peace Conference of 1946, Canada had hoped to play a role in the European settlement commensurate with its contribution to the war effort. The country went virtually unnoticed.

As relations between the US and the Soviet Union soured, Canadian foreign affairs officials feared that the often bellicose attitude of the United States would only make matters worse. In the view of external-affairs official John Holmes, the American position was to refuse to negotiate with the Soviet "devil," while Canadians wanted only to make him behave.

Events soon shook Canadians' faith in the West's capacity to reach some kind of reasonable entente with the Soviet Union. In late 1945 Igor Gouzenko, a cipher clerk at the Soviet embassy in Ottawa defected. He revealed the existence of a Soviet espionage network in Canada that reached into several government agencies. Dana Wilgress, who headed the Canadian mission in Moscow from 1944-1947, showed the evolution of Canadian thinking when he denounced the "irresponsible opportunism" of Soviet policies.

The intensification of the Cold War led Canada into ever-closer relations with the United States. Britain's own decline left Canada little choice. "London's impotence," historian Jack Granastein argues, compelled Canadian governments to seek "shelter within Uncle Sam's all-encompassing embrace."

Fears of the Soviet Union also led to increased police surveillance of Canadians deemed sympathetic to communism or to left-wing causes in general. For example, the RCMP shadowed Tommy Douglas, the Saskatchewan politician who later became leader of the federal New Democratic Party, for thirty years. Some people were censored for their ideological beliefs or unjustly dismissed from their jobs because they were labeled subversives.

The North Atlantic Treaty Organization:

As people lost hope that the United Nations could assure world peace through collective security, the Canadian government pushed for an Atlantic alliance for mutual self-defense. The Americans and the British showed interest in the proposal. By December 1948, work began on a draft treaty to form the North Atlantic Treaty Organization (NATO). The United States envisaged a purely military pact, but Canada sought cooperation in other sectors that might eventually unite the Atlantic nations into a closely knit community. For that reason, Canada fought for the inclusion in the draft treaty of an article indicating general economic and social aims.

Canada's interest was clear. Links with Western Europe would strengthen Canada in its relationship with the militarily dominant Americans. The so-called "Canadian article" did get into the treaty, in spite of the adamant opposition of the Americans to this product of "typical Canadian moralizing". In March 1949, the House of Commons approved the treaty, and on April 4, in an atmosphere of euphoric optimism, NATO came into existence. But the Canadians' hard-won victory soured quickly, for the "Canadian article" was never put into practice. Rising East-West tensions, especially the outbreak of war in Korea in 1950, turned NATO into an almost exclusively military alliance, soon placed under the American nuclear umbrella. Even so, as historian David J. Becuson has shown, Canada did indeed make a significant difference to NATO in the alliance's early years "in both the quantity and the quality of its military contribution." Then, as defense spending fell and Canada's priorities became continental, its influence declined.

New Interest in the North:

With the development of the Cold War in the late 1940s, the Canadian North again became an area of vital strategic interest to both Canada and the United States. Acting together, the two countries worked to provide a warning system in the event of a Soviet nuclear attack on the Canadian and American cities. A chain of more than 40 Distant Early Warning (DEW) Line stations was built in the 1950s across the Arctic, from Alaska to Baffin Island. The DEW line allowed for four to six hours' warning of a manned Soviet bomber attack across the North Pole. Begun in 1954 and completed in 1957, the system remained in full operation for nearly a decade, until intercontinental ballistic missiles largely replaced the bomber threat. With the warning time now calculated in minutes, the DEW line lost much of its effectiveness. In 1957, Canada and the United States signed the North American Air Defense Agreement (NORAD) which formally coordinated the two countries' air forces.

The DEW line and other American proposals revived fears about Canada's sovereignty in the Arctic. Recognizing that one of the surest grounds for Canada's claim would be "Effective occupation," the federal government in 1953 arranged for several Inuit families from northern Quebec and Baffin Island to relocate

nearly 2000km away, on Cornwallis and Ellesmere islands in the high Arctic. The migrants lost contact with their communities and, the government's promises aside, found themselves in a much more inhospitable environment than the one they had left behind.

Peacekeeping:

Canada's early attempts at peacekeeping produced mixed results. In 1950, when communist North Korea invaded South Korea and the United Nations Security Council (which the Soviet Union was boycotting) denounced this act of aggression, Canada contributed a brigade to fight alongside mostly American troops in the name of collective security. Five hundred Canadians lost their lives in the fighting. As the war moved toward a stalemate, Lester B. Pearson, then Canada's secretary of state for external affairs, helped to restrain the "overzealous" Americans from actions that risked bringing China and the Soviet Union into the war. At the same time, as historian John Price has shown, Pearson proved himself to be a "cold warrior par excellence" in his pragmatic support for the pro-American regime in South Korea. Then, in 1954, Canada agreed, with considerable apprehension, to join Poland and India in a three-country International Control Commission to supervise the peace in Indochina where France, the occupying colonial power, had just been defeated by Vietnamese communists.

Finally, in 1956, came what many considered to be Canada's greatest contribution internationally. In October, despite strong American opposition, Israel, together with Britain and France, invaded Egypt, in response to Egypt's nationalization of the Suez Canal. Wary of the dangerous split developing in the western alliance, Pearson proposed the creation of a multinational United Nations emergency peacekeeping force in the region. He then lobbied tirelessly to have the plan accepted by the General Assembly. For his efforts, he won the Nobel Peace Prize in 1957. According to biography John English, Pearson's initiative "strengthened the United Nations, moderated tensions between Washington and London, and helped to maintain both the Commonwealth and NATO."

Activity 6: How Has the Life of the Canadian Changed in Postwar Society?

Time: 300 minutes

Description:

This activity uses change in the students' own lives as the basis for their investigation of the social changes pertaining to the role of women, technology, and urbanization in the post WWII era. They use research skills to develop an overview of the changes in that time period and prepare and present a role-play based on one particular aspect of the change in lifestyle.

Strands: Change and Continuity; Methods of Historical Inquiry

Expectations:

Overall:

CGV.02D - demonstrate an understanding of the ways in which outside forces and events have shaped Canada's policies;

CCV.01D - demonstrate an understanding of the changing demographic patterns within Canada since 1900;

CCV.02D - demonstrate an understanding of the impact of technological developments on Canadians;

MHV.02D - use a variety of information sources effectively when researching historical topics or issues, accurately record relevant information, and then organize this information in a meaningful way;

Specific:

CC1.04D - evaluate the impact on Canadian society of post-World War I urbanization and post-World War II population shifts to the suburbs;

CC2.02 - describe various ways in which technological developments have affected the lives of Canadians since World War I (e.g., telephones, cars, airplanes, radio, television, nuclear arms and nuclear power, satellites, computers, the Internet, developments in petrochemicals and biotechnology);

CC2.03D - examine the relationship between war and inventions and explain how and why the technologies developed during and immediately after World War II;

MH2.01D - use school and public libraries, resource centres, museums, historic sites, and community and government resources effectively to gather information on Canadian history;

MH4.02D - demonstrate competence in research and writing;

MH4.04D - demonstrate, after participating in dramatizations of historical events, insights into historical figures' situations and decisions.

Prior Knowledge Required

- Students know how to use the library for research as well as the characteristics of a successful role-play.
- It is suggested that the class view and practice evaluation of previous videotaped role-plays, as well as discuss and identify the attributes of a quality demonstration, based on the rubric.

Planning Notes

- Locate a picture or pictures to show a major change in the Canadian lifestyle since the 1950s and 60s.
- Produce and duplicate organizer for changes in lifestyle.
- Discuss the role-play assignment with the teacher librarian and arrange time in the library for student research.
- Set up groups for role-play. The teacher should consider setting of co-operative groups that mix students of differing abilities as well as allowing for a good mix of different groups in the classroom.
- Distribute outline of role-play assignment and rubric of assessment.

Teaching/Learning Strategies

1. The teacher uses a picture or pictures to show a major change in Canadian lifestyle since the 1950s and 60s compared to current time (e.g., a store or mall, a school, a typical house, etc.). The students identify changes that have taken place over the course of the timeframe. The teacher explains that in the same way that Canada's international situation had changed after World War II, the Canadian lifestyle changed a great deal as well.
2. In pairs, students brainstorm the changes that are affecting Canadian lifestyle at the present moment pertaining to the role of women, technology and housing, the effect each one is having on their lives and predict which one might have the greatest influence on their lives in the next ten years. They combine with another pair to extend and compare their list. The group of four then selects what they feel will be the two most important changes in their lives. Student volunteers from different groups write their choice on the blackboard and explain to the class.
3. Students prepare and record the answers to questions they would ask a person who was a child or teenager in Canada during the 1950s or 60s. The interview or questions asked should focus on the lifestyle of the time, as well as the impact of this generation on later Canadian history. The interview could be done as a homework assignment for each student or a whole class assignment based on a guest speaker. Students work in small groups to identify key information, conclusions and questions they might still have

- about the time period. The teacher then explains that students are looking at change in lifestyle for Canadians after World War II.
4. Working individually or in pairs, students use the textbook to complete an organizer with the headings: type of change, evidence of change, impact of the change, connection to today) to analyze major changes regarding the role of women, technology and housing in the 1950s and 60s. Upon completion, student volunteers will orally communicate findings as noted in their organizer. (Appendix 6.1)
 5. The teacher distributes the role-play assignment (Appendix 6.1 - Role-Plays) and assists in the selection of role-play scenarios.
 6. Students research from a variety of sources to develop and role-play a scene set in the 1940s, 50s, 60s, in groups of four. These groups can be selected by the teacher and groups can select their own scenario to work on.
 7. Students use time to work on the role-plays and prepare their planning notes for the teacher. The teacher conferences with groups to assist in selection of resources and the preparation of planners.
 8. Students present their role-plays. It is suggested that the role-plays be both teacher and peer assessed using the same rubric. The distribution of marks should favor the individual student's contribution to the effort of the group. Teachers can assist groups in presenting and assessing their role-plays by reviewing the rubric of assessment and videotaping the role-plays to aid in peer assessment and for future exemplars for student use.
 9. Students watching the role-plays complete a journal in which they record the main ideas they learned from each role-play, the most interesting thing about each role-play, and one way in which each roleplay could be improved.
 10. Students in each role-play complete a journal in which they record the insights they gained into the time period and people through research and participation in the role-play.

Assessment/Evaluation Techniques

- (4) Formative observation by teacher of student organizer.
- (7) Formative observation by teacher of planning notes for role-plays.
- (7) Formative self-assessment on planning notes for role-plays.
- Summative assessment by peers on role-plays using rubric, Appendix 6.3.
- Formative assessment by teacher on role-plays using rubric, Appendix 6.3
- (9) Summative self-assessment on journal, Appendix 6.3

Accommodations

- Arrange for students to view a videotaped role-play on another topic and practice videotaped role-plays for presentation.

- When allowing students to form pairs, consider student strengths, areas of needed improvement, shared language for ESL students. Speak to students that would best compliment each other's needs separately.
- Provide an alternate form of completing the role-play assignment in the form of a cartoon or storyboard of the plot.
- Teacher or peer tutor provides assistance in role development.
Students write up a chart "Do" and "Don'ts" for student role-playing for use by future students.

Resources:

Approved course text Book

Appendices:

6.1 The Changing Life of Canadians - Graphic Organizer

6.2 Answers to "The Changing Life:"

6.3 Role Play Assignment - A Changing Canadian Lifestyle

6.4 Reflective Learning: A Holistic Rubric

Appendix 6.1:**The Changing Life of Canadians - Graphic Organizer**

Type of Change	Evidence of Change	Impact of Change	Connection to Today
The Role of Women			
Technological Advance			
Urbanization			

Appendix 6.2: (With answers)

The Changing Life of Canadians - Graphic Organizer

Type of Change	Evidence of Change	Impact of Change	Connection to Today
The Role of Women	<ul style="list-style-type: none"> *80 000 women got laid off during the war *still went back to work (not temporary war-time situation) *Committee for the Equality of Women formed *birth control 	<ul style="list-style-type: none"> *gender roles changing: women no longer content being solely in the home *feminism 	<ul style="list-style-type: none"> * more rights; petition for equality in all aspects of life *large presence of women in workforce
Technological Advance	<ul style="list-style-type: none"> *growth of auto industry *Avro Arrow *Trans-Canada highway *Trans-Canada pipeline *Hydro-electric power generators 	<ul style="list-style-type: none"> *development of resource industries *ability to travel - made commuting possible *new forms of energy 	<ul style="list-style-type: none"> *sparked our reliance on technology today *reliance on the car/highway/commuting
Urbanization	<ul style="list-style-type: none"> *Rented homes -> neighbourhoods on the outskirts of cities (cheaper land) *mortgages became available *consumerism grows 	<ul style="list-style-type: none"> *increased need for the automobile *life in the suburbs emphasized gender roles, family, and social value *strip malls and box stores developing 	<ul style="list-style-type: none"> *suburbia - urban sprawl *as the population increases and the cities fill up, we keep expanding out into the suburbs

Appendix 6.3: (student handout)

Role Play Assignment - A Changing Canadian Lifestyle

In this assignment your group will be responsible for role-playing a situation that might have occurred in Canada in the two decades after the Second World War. You do not need a formal script for your role play but you should plan carefully what will happen as well as how you will react and speak to other characters. Your teacher will explain the evaluation of the assignment, but you will be assessed partly on your planning of the assignment, partly on your individual contribution to the role play and on the whole role play itself.

Sample Scenarios

1. You are trying to persuade your parents to buy the new miracle of family entertainment - the black and white television. Your friend's family is the first one on the block to own a television set (with one channel available for part of the day). It's expensive! What can you do to persuade them?
2. Your family is touring a model home while a salesman tries to persuade them of the joys of moving to the new home in "the suburbs". Why should you move?
3. You are a newly arrived immigrant family to Canada, reflecting on your first year in Canada. Has the experience been one to celebrate or regret?
4. A new thing called a "shopping mall" has opened. Will you and your friends shop there or in the more traditional stores in the center of the city?
5. You have moved to a new suburb outside a Canadian city and this is your first day in the large high school in the area. You meet at lunch with three other newcomers to share first-day observations.
6. You are two teenagers trying to get enough money from your parents to attend a huge "rock 'n roll" concert. Will they let you go?
7. You are doing a televised interview from Pier 21 in Halifax of three new immigrants coming to Canada. For what reasons did they leave their home countries? What brought them to Canada?
8. You are the moderator of an interview/panel discussion show in the mid-1950s. The interviewees or panel members include a female worker, a male worker and an employer. The topic for discussion is Women in the Work Force: Is there Equality?

9. Your family was the result of your father marrying a woman in Europe at the end of World War II. You have been asked by your teacher to interview your parents on the difficulties of adjustment on their return to Canada.

10. You are a group of new parents who are discussing the information about child rearing in the new "guides" to child care that are popular. What advice will you follow?

11. You are a Jewish survivor of a death camp who has immigrated to Canada to reunite with family. You are sharing your picture album of your life before during and after World War II with your family in Canada. What pictures will you select to show your experiences? What questions will they have?

12. You are a 16-year-old son or daughter of working class immigrants. Your parents would like you to quit school and start earning money to better the family's position.

13. A topic of your choice. You should explain the situation in sentences and discuss it with your teacher before proceeding.

Appendix 6.4:

Reflective Learning: A Holistic Rubric

As students are expected to learn through practice and apply their learning early in courses to culminating activities and end-of-course culminating activities, especially in the history courses, teachers and students might use the following as a reflective/self-assessment tool throughout.

Blended criteria include: Achievement Categories: major stresses indicated

- awareness of own thinking Thinking/Inquiry and Application (T/I and A)
- makes effective plans Application and Thinking/Inquiry (A and T/I)
- evaluates effectiveness of own actions Application and Thinking/Inquiry (A and T/I)

Level 4

Student can explain in detail the thinking s/he went through in completing the task. They can make precise plans, carry these out, and can demonstrate positive reactions to feedback from teachers and peers. Consistently search for quality.

Level 3

Student can explain the thinking s/he went through in completing the task. They can make plans, carry out most of the subtasks, and can adjust actions in response to feedback from teachers and peers. Is aware of need for quality.

Level 2

Student can explain in vague terms the thinking s/he went through in completing the task. They can make plans though these are usually vague and general with little understanding of how to carry them out. Has difficulty accepting or recognizing some important sources of feedback. May resist suggestions.

Level 1

Cannot describe how performance has or can be improved. Makes little effort to identify goals or respond to feedback.

Additional Comments:

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

"Nothing can stop an idea whose time has come" – Victor Hugo

Activity 7: How did the social, demographic changes of the 1960s alter Canada's identity in this period?

Time: 75 minutes

Description:

Through an investigation of audio, video, and visual sources, students will come to understand the characteristics of the 1960s youth culture in Canada and impact on Canadian identity in this period. Students will have the opportunity to practice their historical thinking skills in a learning-center activity by contextualizing and interpreting these primary sources. With the aid of a graphic organizer, Students will analyze primary source documents in order to understand some of the defining characteristics of youth culture in period – music, drugs, lifestyle (hippie), resentment of authority/institutions, and protest.

Strands:

Communities: Local, National, and Global; Citizenship and Heritage; Social, Economic, and Political Structures; Methods of Historical Inquiry

Expectations:

Overall:

MHV.02 - interpret and analyse information gathered through research, employing concepts and approaches appropriate to historical inquiry

CGV.01 - explain how local, national, and global influences have helped shape Canadian identity.

CCV.01 - demonstrate an understanding of the changing demographic and social patterns within Canada

Specific:

CC1.04 - evaluate the impact of the baby boom generation on Canadian society since the 1960s;

CG2.01 - explain how American culture and lifestyle have influenced Canadians from 1900 to the present (e.g., music, dance, clothing, speech, movies, television);

MI1.01 - use terms related to historical organization and inquiry correctly (e.g., chronology, cause and effect, short- and long-term consequences, interpretation);

MI3.04 - demonstrate an ability to draw conclusions based on adequate and relevant supporting evidence.

MI3.03 - distinguish between fact and inference in primary and secondary sources (e.g., artefacts, visuals, textbook articles);

Planning notes:

- Have all the videos ready and prompt to start.

- Book additional technology - laptops, cd player - for the learning centres.
- Have handouts for IEP students for the handout
- Have blank sheets of paper available for minds-on activity and brainstorming activity.

Prior Knowledge:

- Students should be familiar with the Quiet Revolution and the Women/Feminist movement of the 1960s and the changes they brought onto Canadian society and the nature of Canadian society in the 1950s
- Students should have knowledge about how to analyze, contextualize, interpret primary source documents
- Students have knowledge of interpreting and analyzing political cartoons.

Teaching/ Learning Strategies:

1. Working in groups of three, students will create a mind map about characteristics of their youth-culture. Artistic students will have the opportunity to create a mind-map of their own design. After the students have finished, the teacher would create a large mind-map on the board and lead a class discussion about the defining characteristics of a youth culture. The discussion will focus on such characteristics like music, art, hairstyle, clothes, lifestyle, resentment of authority, and individuals - like Justin Bieber.
2. In a think-pair-share exercise, students will with list everything they know about the 1960s. Students will probably mention American examples - Martin Luther King, JFK, Vietnam War, LSD, Beatles, Hippies, Woodstock, etc.
3. The teacher leads the class in a discussion about how the American experience in the 1960s was different than the Canadian experience. For instance, Canada was not involved in Vietnam or had a prominent Civil rights movement. Albeit Canada underwent a series of social changes in this period that transformed the nation as well - youth culture being one of these transformation. Students should be familiar with the Quiet Revolution and the Women/Feminist movement of the 1960s and the changes they brought onto Canadian society and the nature of Canadian society in the 1950s. Students will read related text book information, along with a PowerPoint presentation about the demographical changes and key words about the 1960s in order to discover some key terms and facts

about the period. (see resources for demographics and *Destinies: Canadian History since Confederation*)

4. Five learning centers are set-up in the classroom with a variety of audio, video, and other materials about the 1960s. A) Audio: 'Magic-carpet-ride' by Steppenwolf. B) Political cartoon about 1960s youth culture C) Video: Canadian Hippie Commune D) Audio: 'Masters of War' by Bob Dylan E) Video: Yorkville Beatniks and Hippies being interviewed F) Poster: 1960s fashion (See appendix 7.1 for learning centre material) Students will be placed into six groups and are expected to go around to each station for eight minutes and fill-out-the information on their graphic organizers about each of these sources. (See Appendices 7.2)
5. Once all the groups have visited each station, students working individually and using their graphic organizers have to reflect on what they have learned through answering the questions on appendix. What do these sources tell us about the changes in Canada in the 1960s? How did the youth culture transform Canada in this period? What evidence do you have to support this argument? (See Appendix 7.3)

Assessment Techniques:

- Formative assessment by the teacher of student's graphic organizer handout.
- Informal assessment through teacher observation during the learning centre exercise.
- Teacher asks probing questions during the activities to check for comprehension of historical skills and ability

Accommodations:

- Working in pairs allows for stronger students to help, and weaker students seek help
- Students who have an IEP will get a handout copy of the PowerPoint notes.
- ELL students will have a handout of the song lyrics for the music portion of the learning center activity.
- Students with writing difficulties may benefit from teacher assistance in organizing information and completing the organizer.

Resources:

Demographics of 1960s: http://www.statcan.gc.ca/kits-trousses/pdf/social/edu04_0021a-eng.pdf

Two videos from: <http://archives.cbc.ca/society/youth/topics/580/>

Bob Dylan's *Masters of War*

Steppenwolf's *Magic Carpet Ride*

Francis, R. Douglas, Richard Jones, and Donald B. Smith. *Destinies: Canadian History since Confederation*. Toronto: Harcourt, 2000.

Appendices:

7:1 Pop culture examples

7:2 Answers

7:3 Let's Reflect, answers

Appendix 7.1

a) MAGIC CARPET RIDE - by Steppenwolf

I like to dream.....
yes yes right between the sound machine,
on a cloud of sight I drift in the night,
any place it goes is right
goes far, flies near, to the stars a-way from here.....

Well you don't know what we could find,
why don't you come with me little girl, on a magic carpet ride?
Well you don't know what we could see,
why don't you tell your dreams to me,
fantasy will set you free
close your eyes girl, look inside girl,
let the sound take you away!

Last night I held Aladdin's lamp, so I wished that I could stay,
before the thing could answer me well someone took, took the lamp away!
I looked, around, a lousy can was all I found!

B) Political Cartoon:



C) Hippie Commune Video: <http://archives.cbc.ca/society/youth/topics/580/>

D) Master of War by Bob Dylan

Come you masters of war, you that build all the guns
You that build the death place, you that build all the guns
You that hide behind walls, you that hide behind desks
I just want you to know, I can see through your masks

You that never done nothing, but to build and destroy
You play with my world, like it's your little toy
You put a gun in my hand, then you hide from my eyes
And you turn and run farther as the fast bullets fly

Like judas of old, you lie and deceive
A world war can be won, and you want me to believe
But I see through your eyes, and I see through your brain
Like I see through the water that runs down my drain

You that fasten all the triggers, for the others to fire
Then you sit back and watch, while the death count gets higher
You hide in your mansion, while young people's blood
Flows out of their bodies and is buried in the mud

You've thrown the worst fear, that could ever be hurled
The fear to bring children, into this world
For threatenin' my baby, unborn and unnamed
You ain't worth the blood that runs in your veins

How much do I know, to talk out of turn?
You might say that I'm young, you might say I'm unlearned
But there's one thing I know, though I'm younger than you
Even Jesus would never forgive what you do

Let me ask you one question, is your money that good?
Will it buy you forgiveness? do you think that it could?
Oh, I think you will find, when your death takes its toll
All the money you made will never buy back your soul

And I hope that you die, and your death will come soon
I'll follow your casket, in the pale afternoon
And I'll watch as your lowered, into your deathbed
And I'll stand on your grave till I'm sure that your dead

E) Video: Yorkville Beatniks and Hippies:
<http://archives.cbc.ca/society/youth/topics/580/>

F) Poster of 1960s fashion:



Appendix 7.2: (Answers in Italics)

Stations	What does this source tell us about 1960s youth? Does it Describe a behaviour, belief, movement, etc	What it tell you about the opinions/actions of the elite, old people, or young people's perception of them?	What historical questions can you answer using this source? What are the benefits of using this kind of source?
Magic Carpet Ride	<i>Rise of drug culture. Psychedelic and rock n' roll music</i>	<i>Young people have to escape into a fantasy world through drugs to find meaning in life.</i>	<i>Questions concerning the rise of drug culture. Demonstrates how music was a defining characteristic of the period and a means to express ideas.</i>
Political Cartoon	<i>Hippie culture, lifestyle and dress.</i>	<i>People in authority/ older people , newspaper editors, didn't approve of this lifestyle.</i>	<i>People's reactions to hippies in the 1960s. The source shows there was resentment towards these elements in society.</i>
Hippie Commune	<i>1960s youth were seeking alternative lifestyles. Expressing a frustration with 1960s life</i>	<i>CBC's news report makes some disparaging comments about the commune, as if these people are circus animals or freaks. Shows that certain sections of society disapproved of 1960s youth culture.</i>	<i>Questions about the lifestyle of 1960s youth. The source shows how hippies lived in the period, and also the news reporters treatment of these people.</i>
Masters of War	<i>There was anger and protestation that young people felt toward the growing arms race and people in authority.</i>	<i>Young people felt there was disconnect between themselves and the older generations. And that the older generation were soulless, materialistic drones seeking to destroy the world.</i>	<i>Describes the feelings of young people and the emergence of folk music in the early 1960s. Rather than talking about students protesting nuclear war, a song is a more effective source to convey this message.</i>
Yorkville Beatniks and Hippies	<i>Alternative hippie culture - how radical of departure from conformity.</i>	<i>CBC's news reporter makes it appear as if these people are circus animals or freaks. Shows that certain sections of society disapproved of 1960s youth culture, and it was not</i>	<i>Shows how hippies were prominent in Toronto and not only an American phenomenon.</i>

		<i>accepted by everyone.</i>	
Poster of 1960s fashion	<i>Youth expressed themselves in fashion - but conservative elements still remained.</i>	<i>Women, and men, began to express themselves in more proactive clothing than their parents. They did not want to differentiated themselves from their parents.</i>	<i>The change in fashion in the 1960s. It provides visual representations of the radical changes in fashion during this period, and how youth expressed themselves.</i>

Appendix 7.3:

Let's Reflect (with answers)

1. In general, what do these sources tell us about the changes in Canada in the 1960s? (List some of the defining characteristics.)

Due the demographical changes and rise of a youth culture in the 1960s Canada transformed as a society and nation. Young people, particularly women, took a more active role in society through protesting and rejecting the lifestyle of their parents. Other characteristics of the 1960s youth culture are the emergence of rock n' roll, drug culture, resentment of authority and counterculture. In other words, 1960s Canada was defined by a dominant youth culture.

2. How did the youth culture transform Canada identity in this period? (Hint: Use your knowledge of Canadian history prior to the 1960s and compare it to the 1960 to answer this question.)

Unlike previous generations, young people rejected the lives/roles of their parents and authority in general. They were no longer satisfied with life and wanted alternative experiences - drugs, living in a commune. Young people in this period were far more expressive of the beliefs, opinions, or how they expressed themselves through clothing/appearance in public.

3. What evidence do you have to support this argument? Use at least of the sources listed above in your justification.

As seen in Bob Dylan's, 'Masters of War', and the video about the Yorkville beatniks and hippies, young people were disenfranchised with society and rejected authority. Dylan expresses the anger that young people felt toward the growing arms race and, in general, feelings of disconnect with people in authority. Similar, the beatniks of Yorkville express a frustration with 1960s life and a need to live outside the materialistic, domineering, conformist society that existed prior to this period.

Activity 8: How Did Arts and Leisure make us "Canadian"?

Time: 150 minutes

Description:

In this activity, students will have an opportunity to practice their research and presenting skills in preparation for the Culminating Activity. They will use a variety of sources to research a topic. They will use their information to present a thesis to their groups, who will provide them with feedback on how effective their research in supporting their theses. Within the groups, students will learn about Canadian agencies, artistic expression, the government's role in promoting tourism, and certain individuals, and how these components contributed to Canadian identity?

Strands:

Communities: Local, National, and Global; Citizenship and Heritage; Methods of Historical Inquiry

Expectations:

Overall:

CGV.01 explain how local, national, and global influences have helped shape Canadian identity

CHV.02 - assess how individual Canadians have contributed to the development of Canada and the country's emerging sense of identity

MHV.01 - formulate questions on topics and issues in the history of Canada since 1914, and use appropriate methods of historical research to locate, gather, evaluate, and organize relevant information from a variety of sources;

Specific:

CG1.02- explain why the federal government has tried to promote a common Canadian identity, and how it has done so (e.g., through various agencies such as the Canadian Broadcasting Corporation, National Film Board, Canada Council for the Arts, Department of Canadian Heritage, Canadian Radio- television and Telecommunications Commission

+CH2.01 - assess the contributions of selected individuals to the development of Canadian identity since 1914

CH2.02 - assess how artistic expression has reflected Canadian identity since World War I

MH1.02 - gather information on Canadian history and current events from a variety of sources (e.g., textbooks and reference books, newspapers, the Internet) found in various locations (e.g., school and public libraries, resource centres, museums, historic sites, community and government resources

MH1.06 - formulate and use a thesis statement when researching a historical topic

or issue

Planning notes:

- Arrange to have the first class of this activity in the library. Libraries usually have some computers with internet access, so students can use text and online resources.
- Confer with teacher librarian to have resources set out that pertain to the topics the students will be looking for
- Provide students with samples of the authors'/ artists'/ musicians' works, or the symbol of a corporation or event
- Provide students with an outline/ graphic organizer of the information they should be looking for in order to scaffold their research
- Provide students with a list of acceptable websites where they can begin their research

Prior Knowledge:

- Group learning skills such as appropriate behaviour and supporting the learning of peers
- The ability to give constructive criticism
- Knowledge of research skills involving both books and the internet
- communication skills (written and oral)
- some awareness of what makes a credible source

Teaching/ Learning Strategies:

1. Take a few minutes at the beginning of class to brainstorm as a group what it means to be Canadian; what are some things Canadians like? What words describe us? How do we identify ourselves?
2. In pairs, students will randomly draw a sample of a work or a symbol of an event to focus on for the day. Teachers could have a sample ready to hand out, or provide the students with the name of the work they are to use. Works should be chosen according to relevance to the students' lives, or in reference to themes already studied, or (E.g. a Margaret Atwood poem, a painting by Norval Morrisseau, a segment of Farley Mowat's writing, Paul Anka's song lyrics, the flag for Expo '67)
3. Students will have one period in the school library to briefly research their subjects. They should be provided with an outline to structure their research.
4. Students should then choose one component of Canadian identity (previously brainstormed) to which they can relate their symbol/ song/ painting/ excerpt/ poem. Students will have time in class to develop a thesis and supporting evidence (from their research) in a critique of their piece. They will answer the questions "how does this _____ relate to our identity?".

5. In small groups, pairs will present their piece and its author, along with the background information on both, and culminating in presenting their thesis and arguments.
6. Students will peer-assess and offer constructive criticism that will be handed in, based on a rubric provided by the teacher.
7. After the presentations, students will work in groups to answer a series of questions based on the knowledge that should have been presented. Any missing answers can be answered in a class discussion. Every student should have their own copy of these questions and answers.

Assessment Techniques:

- (6) Peer assessment on group presentation, adhering to rubric

Accommodations:

- Working in pairs allows for stronger students to help, and weaker students seek help
- ELLs may work with a partner who speaks their first language.
- Presenting in groups allows for students who are less confident speaking aloud to practice their public speaking skills

Resources:

The Canadian Encyclopedia: www.thecanadianencyclopedia.com

National Gallery of Canada: www.gallery.ca/

Art Gallery of Ontario: <http://www.ago.net/>

The Canadian Literature Archive: <http://www.umanitoba.ca/canlit/>

The Canadian Pop Encyclopedia: http://jam.canoe.ca/Music/Pop_Encyclopedia/

Appendices:

8.1 Possible answers for what it means to be Canadian

8.2 List of potential artists/ writers/ groups to research, in association with a primary work of the artist/writer/group

8.3 Peer editing checklist

8.4 Questions to answer, (answers will depend on students opinions)

Appendix 8.1

Brainstorm What it Means to be Canadian

What are some things Canadians like? What words describe us? How do we identify ourselves? What themes are present in Canadian society today?

Hockey
The wilderness
Tim Hortons
Regionalism
Peacekeeping
Gender Equality
Native relations
Bilingualism
Nationally proud

Appendix 8.2

List of potential individuals and organizations to research:

Organizations

Canada council for Arts
National Film Board
Stratford Festival
CBC
Hockey Night in Canada
Expo '67
Commonwealth games

Musicians

Oscar Peterson
Glenn Gould
Paul Anka
Leonard Cohen
Gordon Lightfoot
Gilles Vigneault

Artists

E.J. Hughes
David Blackwood
Michel Tremblay
Bill Reid
Pitseoluk Ashoona
Kenojuak Ashevak
Norval Morrisseau
Alex Colville

Writers

Margaret Laurence
Mordecai Richler
George Ryga
Rudy Wiebe
Joy Kogawa
Margaret Atwood
W. O. Mitchell
Farley Mowat
Pierre Berton
Timothy Findlay

Athletes

Tim Horton
Maurice "Rocket" Richard
Marilyn Bell
Terry Fox
Paul Henderson

Appendix 8.3

Peer Editing Checklist

Name:			Grade:	
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Assignment:		Completed?		Comments/Suggestions
		Yes	No	
1	Clearly states author/artist/organization	<input type="checkbox"/>	<input type="checkbox"/>	
2	Clearly states the work or symbol	<input type="checkbox"/>	<input type="checkbox"/>	
3	Provides 2-3 sentences of background information on the author/ artist/ organization	<input type="checkbox"/>	<input type="checkbox"/>	
4	Provides 2-3 sentences of background information on the work or symbol	<input type="checkbox"/>	<input type="checkbox"/>	
5	Presents a clear thesis to answer the questions "how does this _____ relate to Canadian identity?"	<input type="checkbox"/>	<input type="checkbox"/>	
6	Uses supporting evidence to back up thesis	<input type="checkbox"/>	<input type="checkbox"/>	
7	Offers some insight into understanding the importance of the work to Canadian society	<input type="checkbox"/>	<input type="checkbox"/>	
8	Uses appropriate presentation skills, including eye contact, clear voice, not reading off a paper	<input type="checkbox"/>	<input type="checkbox"/>	
Comments:				
Signature:				

Appendix 8.4

Post Presentation Group Questions, With Possible Answers

What have organizations like the CBC or the National Film Board done for a common Canadian identity, coast to coast?

Why do you think it's important to view regional art, like that of Pitseoluk Ashoona, or David Blackwood?

How do you think your person/organization contributed to the development of Canadian identity?

Why is it important to look at many types of art, writing, and music to gain an understanding of culture?

Who, of the individuals researched in your group, made the greatest contribution to Canadian identity?

Annotated Bibliography

"IV: 1945-1967: 1952 Immigration Act." *Canadian History Portal / Portail Vers L'histoire Canadienne*. Web. 13 Feb. 2011.

<<http://www.canadianhistory.ca/iv/1945-1967/act/>>.

Canadahistory.ca is a great resource for students and teachers on many topics. I used this website for a lesson on immigration and multiculturalism because it had links to the primary source documents concerning those topics. The information is concise and easy to navigate for students.

"A Glimpse inside the Spy Scandal that Rocked Ottawa." *The Ottawa Citizen*.

CanWest Media Works Publications, Inc. April 23, 2006.

Date accessed: February 7, 2011.

<<http://circ.jmellon.com/history/gouzenko/>>

This website has access to many articles related to the topic of choice. It serves as a search engine in a sense. This particular article is from a newspaper, which was a link from the main site.

"About NORAD." *North American Aerospace Defense Command*. United States

Department of Defense and Canadian National Defence. N.D.

Date Accessed: February 8, 2011. <<http://www.norad.mil/about/index.html>>

This website gives a basic overview of the NORAD is. The website is laid out in a user friendly format which would be useful for students. The links are straightforward and it is easy to navigate.

"Canada Remembers the Korean War." *Veterans Affairs Canada*. Government of

Canada, June 17, 2008. Date accessed: February 8, 2011.

<http://www.veterans.gc.ca/eng/sub.cfm?source=history/KoreaWar/koreawar_fact>

I found this website very useful, because it has a simple, accessible layout. It is reliable because it is a government website. It is also specific to Canadian contribution, and also has great primary sources (pictures) and other information available.

"Canada's Role during the Cuban Missile Crisis." *Diefenbaker of Canada Center*.

University of Saskatchewan, N.D. Date accessed: February 7, 2011.

<http://www.usask.ca/diefenbaker/galleries/virtual_exhibit/cuban_missile_crisis/index.php>

This is a great site with extensive information regarding Canadian history. It is easy to navigate and has a user friendly layout. It has more in depth information if needed and is from a credible source.

The Canadian Encyclopedia. Historica-Dominion. Web. 6 Feb. 2011.

<<http://www.thecanadianencyclopedia.com/index.cfm?PgNm=HomePage&Params=A1>>

The Canadian Encyclopedia has articles on nearly every major (and minor) historical personage or event. Although some of the articles are quite brief, many others do provide a comprehensive look at a subject. At the very least, this site is an excellent place to begin research.

"The Canadian Literature Archive." *The Canadian Literature Archive*. University of Manitoba. Web. 6 Feb. 2011. <<http://www.umanitoba.ca/canlit/>>.

This archive has the potential to grow into a great compendium of CanLit, but right now, it is limited. The design is not professional, and it's confusing to navigate, but they do provide bibliographies of many Canadian works.

CANOE -- JAM! Entertainment and Showbiz. Canoe.ca. Web. 6 Feb. 2011.

<http://jam.canoe.ca/Music/Pop_Encyclopedia/>.

This is a great site for biographies of musicians and bands, from the 1950s onwards. The search engine is easy to use, and the information is thorough.

CBC Archives. CBC Radio-Canada. Web. 7 Feb. 2011. <<http://archives.cbc.ca/>>.

This site provides access to many radio and TV broadcasts from the CBC's history. You can browse by theme, and the selections aren't overwhelming. There is a section specially for teachers, with selections chosen for the various Canadian history courses required by the boards of education.

"CBC Newsmagazine | Program | Television." *CBC Archives*. 12 May 2003. Web. 05 Feb. 2011. <http://archives.cbc.ca/programs/127-2709/page/1/>

CBC archives are an invaluable resource for teachers that I have used many times. I used this resource in both of the lessons that I created for the unit Plan. Since CBC does not edit any of the original footage in their videos, this resource is very valuable for teachers in a classroom because it helps teach historical skills like finding bias.

"Course Profiles Grade 10: Canadian and World Studies, Catholic." *Curriculum Services Canada*. Web. 5 Feb. 2011.

<<http://www.curriculum.org/occ/profiles/profiles.shtml>>.

Although the PDF format is difficult to navigate, many of the activities included provide ideas for teaching many of the topics covered in Grade 10 history. This is not a comprehensive series of activities; it is, however, a good place to start accumulating ideas about different types of activities to engage students, or new strategies to try.

Francis, R. Douglas, Richard Jones, and Donald B. Smith. *Destinies: Canadian History since Confederation*. Toronto: Harcourt, 2000.

This textbook is written in accessible language and isn't overly complicated. It gives a useful overview of the information the students need in order to complete the activity. The text is also visually pleasing and is not overwhelming.

"Immigrant Population by Place of Birth and Period of Immigration (2006 Census)." *Statistics Canada - Summary Tables*. Web. 13 Feb. 2011.

<<http://www40.statcan.gc.ca/l01/cst01/demo24a-eng.htm>>.

Statistics Canada is a great resource for supplementing a lesson with statistical data. They have lots of data concerning immigration and demographical trends in Canada. The website, however, is not user friendly and a student without a strong mathematical background may require additional instruction when using this site.

"Peace and Security ." *United Nations Association of Canada*. United Nations Association of Canada, N.D. Date Accessed: February 8, 2011.

<<http://www.unac.org/peacekeeping/en/un-peacekeeping/fact-sheets/canada-and-un-peacekeeping/>>

This website has a straightforward layout which is easy to navigate. It is also an official publication which means the information is credible for educational purposes.

"Nato: When Canada Really Mattered." *The Canadian Encyclopedia*. Historical Dominion. N.D. Date Accessed: February 8, 2011.

<<http://www.thecanadianencyclopedia.com/index.cfm?PgNm=ArchivedFeatures&Params=A245>>

This website is less simplistic in format, but still useful and contains legitimate information. If I had access to a computer lab, my students would not have an issue navigating the website on their own.

Ornstein, M. (2006b). *Ethno-Racial Groups in Toronto, 1971-2001: A Demographic and Socio-Economic Profile*. Toronto: York University, Institute for Social Research.

Ornstein's study into ethno-cultural groups of Toronto is a fantastic resource for teachers working TDSB. For instance, if you wanted to do a project on immigrant groups in Toronto Ornstein has statistical data on educational attainment levels, type of jobs, earnings of groups and other demographic stats about over 100 ethno-cultural groups in Toronto. It is a better resource than statistics Canada for a Toronto classroom because it is more relatable for students.

Quinlan, Don; Doug Baldwin; Rick Mahoney; Kevin Reed. *The Canadian Challenge*.
Toronto: Oxford University Press, 2008.

This textbook provides a solid overview of many of the groups, specifically Native peoples, who are often given less space in other textbooks. The book is designed for grade 10 Academic study, with a special emphasis on developing skills of historical research and inquiry. There are many photos, and a few brief quotations to enrich the text, but there are not many primary sources include

Research in Practice

Kathleen Sanders

Current Events

Authors writing about the effects of teaching current events consistently emphasize the positive outcomes for the students. Each author I've included here has a slightly different approach in their article, but commonalities remain clear; teaching current events benefits students, teachers, and society as a whole. The pros of including current events in the classroom abound.

Teachers' responses to the pros of teaching current events range from benefits in the classroom to benefits to the curriculum, to benefits to students, to benefits to society. Current events can serve as a jump off point to teach required material, for example, the constitutional process, types of government, new terminology, and real life applications of what students learn. Meanwhile, the curriculum is infused with fresh new material and perspectives. Students learn to identify bias, predict consequences, compare and contrast opinions, and develop personal viewpoints, all of which improve their performance across all classes and their ability to think critically. Finally, teaching current events develops empathy, reduces ethnocentricity, and teaches democratic values and the importance of being an active citizen, which benefits society as a whole.

With all these positives, what problems could possibly remain? The problems lie not with the inclusion of current events, but how teachers teach them. Many teachers report that there is not enough time in their already crowded curriculum

to dedicate the requisite time to teach current events properly (Haas and Laughlin 25). Shuster writes that teachers can sometimes grow frustrated with the little background knowledge students may have on world issues, or ideas that are well-established for an adult, such as trade. Also, all three articles warn of the potential controversies that can arise when discussing current events. While these last two issues can be eliminated by introducing topics carefully, and scaffolding approaches to current events, the problem of dedicating classroom time remains.

The easiest way to make time to teach current events seems to be to incorporate current events into the existing curriculum. Teachers can use current events as a springboard for learning about required materials. Rhoades's strategies for including current events are a series of questions teachers can ask students, such as "what might be the results of this event in 10 years?" or "compare two columns in their presentation of this event". These questions teach critical thinking skills that would be necessary throughout a history course, but in any classroom. Students become capable of approaching a topic independently and gaining a more thorough understanding of both current events, and processes like cause and effect, comparing and contrasting, and sequencing. With these skills, all garnered from a reading of current events, students can work independently to improve their understandings of required curriculum materials. Although teaching current events does come with some pitfalls, the pros greatly outweigh the cons.

Works Cited

- Haas, Mary E. and Margaret A. Laughlin. "Teaching Current Events: Its Status in Social Studies Today". Paper presented at the Annual Conferences of the American Educational Research Association. New Orleans. April 2000.
- Rhoades, Lynn. "Quick Start Ideas for Teaching Current Events with Newspapers". *Social Education* 58:3. P. 173
- Shuster, Kate. "Thoughts on Current Issues in the Classroom". Teaching Debate. www.middleschooldebate.com/2006/10/thoughts-on-current-issues-in_05.html
10/05/06. Retrieved Feb 7, 1011

Samantha Lyzun

Research into Practice:
Critical Thinking

The research into practice I have chosen to focus on in my activities is the concept of infusing critical thinking into my lessons. Critical thinking is a highly important part of the learning process, and encourages students to use their own thoughts and skills to come to conclusions. By incorporating this process into the learning pattern, students do not simply learn history, but "do" history. It is an especially important element for the subject of History.

"According to Noddings [author of the book *Critical Lessons: What our School Should Teach*], critical thinking encourages an assessment of arguments and what she refers to as "diligent and skillful use of reason on matters of moral/social importance - on personal decision making, conduct, and belief" (Kozolanka). There are many strengths to incorporating critical thinking and inquiry into the curriculum, as Noddings discusses in her book. By teaching students at a young age how to think critically about a topic, it arms them with the tools to succeed in other aspects of their life. Speaking strictly in the classroom, however, it also allows them to actually learn the information instead of testing them on memory/recall skills. When they are forced to undergo the thinking of process required to answer a critical thinking question, they are far more likely to actually absorb the information that they are presented with.

As a teacher we still must provide the basic information needed to create

the answers to the questions given. In my activity for war and peace, I provided the students with a document rich with information; the students are then asked to pull out the necessary or important information from the resource in order to create a short, informal presentation to the class, the notes from which will be used to help complete the culminating activity at the end of the end of the unit. In this process they are given the tools needed to complete the task, but they must figure out how to use them. At the end of the class presentations, the students should be able to use the notes from their peers to answer the thesis question (critical thinking question) of the lesson: "In what way did Canada achieve (or not achieve) national security in the postwar world?"

The major building blocks for critical thinking are as follows: Creative problem solving/thinking, (CPS)"Open system" concept as a perspective for the thinking/learning process, Bloom's Taxonomy (Levels of learning) [related to Maslow's Hierarchy], the Classic problem solving process, and Logic (reasoning). According to Peter Facione's essay entitled "Critical Thinking: What It Is and Why It Counts", "we understand critical thinking to be purposeful, self-regulatory judgment which results in interpretation, analysis, evaluation, and inference, as well as explanation of the evidential, conceptual, methodological, criteriological, or contextual considerations upon which judgment is based.

Critical thinking skills...are the basis of a rational and democratic society" (Minter).

According to most of the educational research available, critical thinking is a pivotal skill required of a well-rounded individual. By providing students with a supervised environment where they can practice the process of critical thinking, they benefit not only in the classroom by actively doing history, but also in other spheres of their lives where they are able to apply the same thinking process.

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Luc Ruggiero

Research into Practice
Co-operative Learning As An Instructional Focus

I chose to focus on co-operative learning in the teaching of history as the instructional focus of my activity on Canadian and French/English nationalism. In preparation for the development of the activity, I consulted and learned from two quite useful pieces of academic literature - Marcia Keyser's "Active Learning and Co-operative Learning" and Simon Veenman's "Co-operative Learning and Teacher Education." Both provided a great deal of insight on the benefits of co-operative learning as opposed to lecture-based instruction, the need for planning and goal-setting and the effective creation of groups.

Keyser states that lecture-based instruction will often fail to have an impact of student knowledge for several reasons. She lists poor student attention, simplified examples and too much material presented at one time as some of these reasons. By having students work in groups, students will become more actively engaged, since they will be more personally involved and invested in the learning process. Thus, students will retain more information after the class has ended, since they are more inclined to remember their own experiences. Students do not simply listen to someone else speaking for extended periods of time - this often results in decreasing student attention as the lecture carries out. Also, lecturing as a primary instruction method encourages students to merely remember facts - this is low-level student functioning, and does not allow them to apply theory to practice

as much as they should. I believe this is true and applicable to all effective learning environments - the more we practice and involve ourselves, the more we will learn and grow. Lastly, lecture-based instruction makes a dangerous assumption - that the listener benefits most from auditory learning. An informed and compassionate teacher must acknowledge that there are a variety of different learning styles that students in any given classroom possess, and that we must cater toward all of the learning styles in order to ensure student success, even if this means giving up some control. (Keyser, pg. 35-38)

This has positive implications for assessment, and is the foundation for the assessment techniques in my activity. I am able to walk amongst the different groups during group work time, and have more opportunities to monitor student learning at the individual level. I can pay closer attention to a smaller number of students at a time, rather than constantly addressing the class as a whole and hoping to touch upon all students' needs (which is unrealistic and ineffective). Simultaneously, I am able to assess student understanding on a concept-to-concept basis. For each major concept that teachers present to their students, some form of activity or task should be given so that learning is properly scaffolded. (Keyser, pg. 39-41)

In relation to effective group formation, Simon Veenman and his colleagues hold that the use of small groups consisting of two to four students is best. This way, face-to-face interaction and inclusion of all does not become difficult. In a

properly formed group, students are presented with the realistic expectation to help, discuss and argue with each other; assess each other; and fill in gaps in each others' knowledge. - what I believe to be key characteristics of active learning. These characteristics will be realized if group goals and individualistic accountability are present from the beginning. This is why I believe assigning roles and carefully selecting the groups in advance with regards to different abilities, strengths, and areas of needed improvement. Veenman and his colleagues state that effective CL groups to include high-, medium- and low-ability pupils working together. Low- and medium-ability pupils clearly benefit from working cooperatively with high-ability peers. There is also evidence that the high-ability pupils are better off academically when cooperating with medium- and low-ability peers as opposed to working alone. (Veenman, pg. 90)

This sort of properly-formed group will result in positive interdependence, in which student success for all is likely. Simply placing pupils in groups and telling them to work together does not in and of itself produce a cooperative effort. For example, if groups are formed without care and consideration, the teacher could create a situation in which unhealthy competition or distraction becomes an issue. (Veenman, pg. 93-95)

In the latter half of the article, the results of the present study suggest that a course on CL can have a positive effect on the cooperative instructional skills of student teachers. I feel that our courses at OISE infuse co-operative education

into each class, and are well-preparing us teacher candidates for effective teaching when we enter second practicum and, later, the profession. (Veenman, pg. 97-102).

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Research into Practice:
Enquiry in the History Classroom

Mike da Cunha

"Now, what I want is, Facts. Teach these boys and girls nothing but Facts. Facts alone are wanted in life. Plant nothing else, and root out everything else. You can only form the minds of reasoning animals upon Facts: nothing else will ever be of any service to them. This is the principle on which I bring up my own children, and this is the principle on which I bring up these children," contends Mr. Grandgirdle - the practical teacher in Charles Dickens' *Hard Times*. Modern educators, parents, and, for that matter, students would strongly disagree with this statement about education and consider it archaic. Yet a similar opinion to Mr. Grandgirdle's is often said when it comes to learning history. We have all heard statements like: 'History is just a series of facts, dates and outcomes,' or 'you need a good memory in history because all you have to do is memorize material for the test.' However, this is narrow and limited view of history. For one, history is engaging in historical enquiry - asking historical questions about the past through analyzing and interpreting historical sources. The focus of this paper will be to assess the strengths and limitations of historical enquiry in the classroom and the implications of enquiry on student learning. A brief description of how historical enquiry was infused into my lesson will also be included.

Christine Counsell in her article, *Issues in history Teaching*, writes about the changes the history curriculum in Great Britain and the dichotomy between

historical enquiry and skills. She writes, "History education is the absence of a common distinction between those aspects of the subject that relate to evidential method or enquiry and those that relate to understanding of the big ideas that history generates, such as causation, consequence, change, continuity." (Counsell 57, 2000) Counsell distinguishes between these two concepts and argues relating historical inquiry to 'big ideas/skills' is an onerous process that is not always clear for students and teachers. Focusing too much on historical skills and inquiry could potentially leave students with its limitations because it can leave students confused about historical content and lacking in knowledge about a particular topic. For instance, how long do you spend on a minds-on activity ranking people based on significance? Is 10 minutes too short? Is 30 minutes too long for non-historical content? Counsell later does acknowledge that historical enquiry is responsible for the acquisition of historical knowledge, but a balance is required. (Counsell, 2000)

Sherri Rae Colby in her article, *Energizing the History Classroom: Historical Narrative Inquiry and Historical Empathy*, writes about historical inquiry and the benefits of using it in a classroom. Using historical enquiry (she labels it the process of 'doing history') improves interpretative skills, builds historical perspective based on analyzing primary documents and encourages students to discover their own historical narratives. (Colby, 2008) At the center of Colby's concept is the analysis of primary source documents and asking questions about these documents. Colby believes this model is beneficial for students since it

engages them and stimulates their interest in the material. She developed a 'historical analysis model' in her article that describes her process in fully detail. (Colby 2008)

In my 1960s youth culture lesson, I had the students use historical inquiry skills to analyze some primary source documents. I used a variety of audio, video, and visual sources to engage the students and to remind them that history is not just confined to textbooks. I also assisted the students with the activity through providing a graphic organizer with some historical questions.

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